

Childminder report

Inspection date: 1 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the childminder's care. The childminder knows children very well as individuals. Before children start with her, she finds out all about them from parents. She uses this information when children start in her care to provide activities that interest them and help them settle. The childminder is skilled at asking children questions to assess their knowledge and understanding. She uses this information to plan for future learning activities to ensure children continue to make good progress. As activities are so well matched to children's individual needs, they sustain their interest and involvement for periods of time.

The childminder is a positive role model to children. She supports children to resolve minor conflicts by themselves. For example, when children say a friend has said something to upset them, the childminder encourages children to talk to each other about how they are feeling. The childminder encourages children to be as independent as possible. For example, when children struggle to get their shoes on, she shows them what to do and then gives children plenty of time to attempt this themselves. Children are kind and helpful. They notice their friend is still struggling with their shoes so offer to help without being prompted.

What does the early years setting do well and what does it need to do better?

- Since registration, the childminder has developed an ambitious and effective curriculum. She has carefully considered what children need to be able to know and do before they go to school. The childminder carefully tracks the progress children are making and swiftly speaks to parents and puts interventions in place if children are not making the progress she would expect. The childminder would now like to access more training to develop the quality of teaching to the highest level.
- The childminder supports children to become confident communicators. Throughout the day, the childminder asks thoughtful questions and gives children plenty of time to respond. She introduces new vocabulary to children and explains what words mean. For example, children find a bee in the garden and describe a bee's wings as see through. The childminder explains to children that another word for see through is transparent.
- Overall, children's behaviour is good. The childminder encourages children to take care and be responsible for the local environment. She supports children to regularly take part in litter picking in the community and to learn about recycling. Back at her home, on occasion, the expectations for children are not always consistent. For example, at tidy-up time, some children choose not to take part as they are not sure what to do.
- The childminder supports children to understand about the world around them. Children are curious and ask many questions to the childminder to further their

knowledge and understanding. For example, children notice ice has melted. They ask the childminder for more ice and she encourages them to predict how long they think it will take for the ice to melt.

- The childminder introduces mathematical language to children as they play. For example, she explains to children that when something has two items of the same weight, they are equal and balance. Children begin to use this language themselves.
- Parents speak positively about the care the childminder provides. They appreciate the suggestions she makes to support children with their next steps at home. Parents feel the childminder really gets to know children as individuals and that she is always professional and approachable.
- The childminder supports children to understand about being healthy. Before snack and lunchtime, children wash their hands with soap and water. They explain they have to use soap as this stops germs from spreading. The childminder supports children to learn about good oral health by sharing books about teeth and visiting the dentist. At lunchtime, the childminder promotes discussion with children about the different foods they have in their lunch boxes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide children with consistent expectations so all children know what to do.

Setting details

Unique reference number	2733471
Local authority	Cambridgeshire
Inspection number	10399778
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Sawtry, Huntingdon. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank and family holidays. The childminder holds qualified teacher status. She offers funded early education.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the childminder plans her curriculum and how she assesses the impact this has had on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector viewed written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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