

Childminder report

Inspection date:

26 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and nurturing environment where children thrive. She supports children's social skills very well. For example, the childminder offers regular learning opportunities for children to practise their turn-taking skills. Children wait patiently as they take turns using the water pump outdoors. They play imaginatively together in small groups, making up stories and scenarios. Children demonstrate high levels of respect for one another and develop strong friendships. Additionally, the learning opportunities that the childminder provides are exciting and challenging. These spark children's interests, and they demonstrate high levels of engagement throughout their play and learning.

The childminder has a good understanding of children's progress and individual needs. This is supported by the robust settling-in procedure she provides for all families. Children visit the setting numerous times along with their parents to get to know the new environment and begin building relationships with the childminder. The childminder talks to parents to find out lots of information about children, and this helps her to support children from the very beginning of their journey. Children who have attended the setting for only a few weeks are already happy and settled.

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

- The childminder is passionate about tailoring her care and teaching to meet children's individual needs. She observes and plans meaningful learning opportunities to support and extend children's skills and knowledge. This helps children to make good progress.
- The childminder provides opportunities for children to solve problems and develop important social interactions. Children patiently take turns using the bubble wands, figuring out how to make the biggest bubble. They watch with awe and wonder as they take turns to blow their bubbles and watch them float away.
- The childminder has recently begun to implement a range of teaching methods to support children's understanding of their local community and help them to develop a sense of belonging. For example, children enjoy playing with model houses and figures that represent themselves, and exploring their local town. However, the childminder has not yet developed this further to teach children about the wider world around them.
- Opportunities for children to develop their literacy skills are available every day. The childminder provides various mark-making tools and stories to support this, and children regularly engage in conversations to discuss what they are doing. For example, children enjoy 'writing a letter'. They read it aloud to the childminder, demonstrating their understanding, kindness and strong friendships.
- The childminder provides numerous opportunities for children to develop their

language and communication skills throughout every day. She engages in group singing time with children. Children use props and enjoy joining in with a range of songs. In addition, the childminder encourages children to read and engage in conversations about their interests to support their early language development.

- The childminder knows the staff at other early years settings that children attend and shares some brief information when collecting children from these settings. However, she has not yet implemented ways to develop this further and share relevant information to support children's transitions and continued progress.
- Mealtimes are an important part of the daily routine at this setting. Children learn good table manners and demonstrate these as they drink from glasses, use cutlery well and use napkins to keep themselves clean. The childminder recognises the importance of children learning to sit with others and developing their understanding of respectful behaviours.
- The childminder shares regular information with parents regarding children's learning and development to keep them updated on children's progress. Additionally, she shares information with parents to support them with helping children to stay safe online. Parents receive relevant support and guidance from the childminder to implement safe systems at home and to monitor children's online usage. This helps keep children safe outside of the setting.

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:

- plan a wider range of experiences to help children develop a richer understanding of cultural diversity and the wider world beyond their own community
- establish communication with other early years settings children attend to support continuity in children's learning and development.

Setting details

Unique reference number	EY255005
Local authority	Cambridgeshire
Inspection number	10407490
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	0 to 10
Total number of places	6
Number of children on roll	33
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2003. She lives in March, Cambridgeshire, and childminds alongside her husband, who is also a registered childminder. The childminder operates from Monday to Friday, from 6.45am to 6.15pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector relevant documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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