

Childminder report

Inspection date: 20 August 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

Children are happy and settled in the childminder's warm and inviting setting. They enjoy a rich and varied environment with opportunities for exploration both indoors and outdoors. Children independently access a wide range of resources that are set up by the childminder to support both child-initiated and adult-led learning. Children are highly engaged and demonstrate perseverance and enjoyment during their play. For example, during outdoor play, children hunt for pine cones in the garden. They eagerly fill containers and compare the different sizes, counting confidently as they add up their collections. The childminder encourages them to add one more pine cone and calculate the new total. This helps to develop children's mathematical skills through simple sums.

Children welcome the childminder into their play and seek her out to share their thoughts and ideas. She responds warmly, providing praise and encouragement when approached. Children behave well. The childminder plans activities to promote turn taking and supports children to manage their behaviour so that they play together harmoniously. The childminder is caring and kind. She offers children choices and respects their decisions.

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

- All children make good progress from their starting points. The childminder provides learning opportunities that promote children's development. She adapts her teaching to ensure that activities provide suitable challenge for all children. For example, younger children explore the texture of paint in a sensory activity, while older children develop their understanding of colour mixing. They compare the different shades they make as they add white paint.
- Overall, the childminder supports children's communication and language development well. She comments on children's play and asks simple questions. In addition, she introduces new words to children as they play and chat freely. At times, the childminder does not support children to correctly hear the correct pronunciation of words they say to fully support their language skills.
- Children enjoy a wide range of stories and choose books independently. They listen attentively as the childminder reads to them, answer her questions and eagerly identify objects in illustrations. The childminder supports children's love of books by letting them take their favourite books home, promoting literacy at home.
- The childminder plans a wealth of experiences for children outdoors. They enjoy exploring her garden and demonstrate their core strength as they balance and climb. The childminder takes children on nature walks and other natural outdoor environments. Children explore these spaces and look at the similarities and differences of leaves and plants through the changing seasons. They access a

wide variety of apparatus and equipment as they explore local parks. These help to encourage children to enjoy an active lifestyle and contribute to their emotional well-being.

- The childminder takes children on regular trips to places such as the local library, soft-play areas and organised groups with other childminders. This helps children to socialise with children of a similar age in larger groups.
- The childminder develops exceptionally strong partnerships with parents. She provides regular updates about children's development through daily face-to-face and electronic communication. Parents speak very highly about the childminder and the wide range of experiences she provides. They value the various outings and groups the children attend while in her care. Parents comment on the childminder's calm approach and the warm homely environment she creates for children.
- The childminder evaluates her provision well. She seeks regular written feedback from parents and reflects on this information when adapting the service she provides. The childminder has a positive attitude towards her continued professional development. She regularly accesses training to enhance her knowledge and skills.

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:

- help children to consistently hear the correct pronunciation of words.

Setting details

Unique reference number	EY267266
Local authority	Cambridgeshire
Inspection number	10407361
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 January 2020

Information about this early years setting

The childminder registered in 2003. She is located in Glatton, Cambridgeshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable, along with the aims and rationale for her early years curriculum.
- The inspector observed the quality of the education being provided and assessed the impact this has on the children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector took into account the views of parents through the written feedback provided.

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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