

Childminder report

Inspection date: 20 May 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	Met
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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 care. They choose resources and activities that interest them. This contributes to the long periods of concentration children maintain. For example, children play with a train track. They work out how to add more track and watch what happens when they roll trains over a bridge. Very young children practise the sounds and words they hear associated with trains, helping them consolidate their understanding. In the garden, children are delighted to join a game with the childminder. They ride wheeled vehicles and giggle when the childminder gives them instructions to stop and go. This helps to support children's listening skills in addition to promoting their physical development.

Children behave well. They respond positively to the childminder's gentle reminders and explanations to help them cooperate when sharing and taking turns. This helps children build the foundations for self-regulation as they grow. Through an engaging curriculum based on children's preferences and choices, the childminder helps children foster enthusiasm for learning. For example, children take books about diggers to the childminder. They snuggle on her lap, studying the illustrations. The childminder introduces new words to their vocabularies, helping to strengthen their emerging language skills.

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

- The childminder makes very good use of the local environment, amenities and organised groups. She identifies how each trip or outing supports children's individual next steps in learning in a memorable way. For example, when children express an interest in animals, the childminder takes them on a train to visit the zoo. Not only do children see and find out new facts about the animals, they also experience different modes of transport, strengthening their experiences even more. This helps to promote further learning, contributing to children's good progress.
- Partnerships with parents are good. The childminder gathers information to help identify what children already know and can do, along with key information about children's health and daily routines. This contributes to the consistent care provided by the childminder. In turn, this helps children quickly feel settled and secure so that they are ready to learn.
- The nurturing childminder welcomes children to her setting, valuing them like a member of her family. She praises children when they try hard to complete a task and comforts them when they are upset. The childminder spends time with parents to help support them with different aspects of childcare, such as diet. This helps to support children's well-being.
- From a very young age, children are encouraged to learn to wash their hands

before they eat. As they grow, they master even more skills to help them become independent. This contributes to children's preparation for the next stage in their learning, either at nursery or school.

- The childminder is motivated to continue to develop her professional knowledge and skills. For example, she networks with other local childminders and attends relevant training courses. Regular updates from professional bodies and the local authority contribute to the childminder's knowledge of current requirements and procedures, helping to ensure children are well supported and kept safe.
- The childminder has a good understanding about the sequence of learning children experience and need. She does not rush children and gives them time to play and explore on their own, with other children and through her direction during their activities. There are times, however, when the childminder does not add spontaneous mathematical language or concepts to daily routines or children's play. As a result, children do not consistently hear words and phrases they will need to understand in their later learning.

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:

- introduce more words, phrases and concepts that relate to mathematics during everyday routines, activities and play.

Setting details

Unique reference number	EY450370
Local authority	Cambridgeshire
Inspection number	10388640
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	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 2012 and lives in Ely, Cambridgeshire. She operates on Mondays and Tuesdays during term time only, between 8am and 5pm. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum and how it supports children's learning.
- The inspector and childminder discussed the quality of teaching.
- The inspector read letters sent in by parents for her to read. She took their views into consideration.
- Documents, including certificates for continued professional development, were seen by the inspector.

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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