

Childminder report

Inspection date: 13 January 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a well-resourced and welcoming space for children to explore. She displays children's photos and artwork on the walls, helping them to develop a sense of pride and belonging at the setting. Furthermore, the childminder teaches children to be independent. They learn quickly how to carry out personal hygiene tasks by themselves and demonstrate this throughout their play and daily routines. The childminder spends time with children to develop strong relationships and trust. Children look to her for reassurance and comfort when needed and show they feel safe in her care.

The childminder has high expectations for children's behaviour. She has clear boundaries in place, and children listen carefully to her instructions. If there is a disagreement, the childminder quickly steps in to reinforce positive behaviours. For example, she reminds children to share or use their 'kind hands'.

The childminder tracks children's learning closely and monitors their progress. She plans meaningful learning opportunities for children that help them to progress in their development. The childminder has a good understanding of the importance of developing children's speech and language skills. She provides ample opportunities for children to learn and extend their speech skills throughout everyday activities and routines. For example, children enjoy listening to the childminder read. They also benefit from the childminder's continuous interactions and narrations during their play. This helps children to make good progress with their communication and language development.

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

- The childminder reads to children with passion and excitement. This sparks children's curiosity, and they are excited to hear her stories. The childminder considers her positioning in the room to ensure all children are included and welcomed to join the story. Children listen carefully and point to the pictures they see and ask questions. As the childminder reads, she introduces new words to extend children's vocabulary and offers explanations to new terminology. This helps children to develop a good understanding of the English language.
- Children enjoy a range of opportunities to develop their imagination and engage in role play. The childminder models language and interactions as children play make-believe to support them even further. She asks questions that encourage children to share their own ideas and experiences. Children share stories about their trips to the park and ideas through their imaginative play.
- Children enjoy taking part in group singing. They demonstrate confidently their understanding of different words as they follow the instructions in the song. The childminder introduces emotions to strengthen their understanding of feelings.

This helps children to become more confident to communicate, understand and regulate their own emotions.

- The childminder provides an effective settling-in process for all families. Children visit the setting prior to starting, and the childminder gathers useful information from parents. This helps her to provide an exciting and stimulating environment for children from the very beginning. Consequently, children settle very well and are happy in the childminder's care.
- The childminder provides opportunities for children to develop their physical skills. They enjoy trips to the local park, where they climb and develop their spatial awareness. Furthermore, children enjoy exploring the sand, where they use a variety of tools to strengthen their fine motor skills. This helps ensure that children are prepared for the next stage in their learning.
- The childminder provides daily written feedback for parents. She shares photos and information about what children have been learning, along with daily discussions before and after each session. Parents are kept well informed about their children's progress. However, the childminder has not found ways to extend this further and share ideas with parents on how they can continue children's learning at home.
- The childminder has developed good relationships with the local school. She shares relevant information with teachers and attends transition events to support children well when they move on to their next setting.
- The childminder attends regular professional development opportunities to keep her knowledge up to date and relevant. However, she does not focus her professional development on developing an expert knowledge of teaching to continually build on the good quality practice.

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:

- strengthen partnerships with parents to enable a shared approach that encourages all parents to be part of their child's learning
- seek further ways to enhance professional development opportunities that focus on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	222265
Local authority	Cambridgeshire
Inspection number	10367810
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 1992 and lives in Sawtry, Cambridgeshire. She operates from 7.45am to 5.45pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education places for two-, three- and four-year-old 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 and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder shared relevant documentation with 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025