

Childminder report

Inspection date: 25 March 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 and her staff know the children in their care very well. They provide a stimulating learning environment, which carefully considers the developmental needs and interests of each child. Children of all ages immerse themselves in the vast opportunities on offer and the staff are on hand to support and extend their learning. Children beam in delight as they practise throwing different size balls into a bucket. The childminder models how to throw accurately and encourages children to take turns and share. Children cheer each other on, and the childminder praises their achievements. Activities such as these, build on children's physical skills and enhances their self-esteem.

The childminder has a clear intent for the curriculum she provides. Staff work closely together to assess children's development and identify next steps in their learning. For example, older children practise using their fine motor skills in preparation for early writing. They laugh and giggle as they tip and pour lentils into the mouth of the tennis ball 'monster'. Younger children enjoy exploring small-world activities, where there is a focus on developing children's language skills. Staff model key vocabulary, introducing children to the different names of the animals they can see. These carefully planned activities, alongside the positive interactions between the children and the staff, contribute to children making good progress in their learning.

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

- The childminder is committed to enhancing her own, and her staff's knowledge and skills. She conducts regular supervisions, where together they plan targeted goals for professional development. The childminder links up with other childminders to share good practice and discuss changes in legislation. This helps to keep her knowledge relevant and up to date.
- Planned activities are diverse, balanced and designed to meet the learning needs of all children. As children make Mother's Day gifts, the childminder and her staff encourage older children to think about what seeds need to grow. Younger children are supported in exploring different textures and natural materials. However, at times, the organisation of group activities means that some children lose interest. Subsequently, on these occasions, not all children benefit from the learning experiences available.
- The childminder and her staff incorporate mathematical language and learning skilfully into children's play and daily routines. For example, children explore the concept of weight as they use balance scales in the role-play kitchen. They explore language such as 'heavier' and 'lighter' as they compare what they put on each side of the scales.
- The childminder provides opportunities for children to be independent and build

on skills needed for future learning. Children gain confidence in doing things for themselves and persevere in tasks, such as putting on their own shoes. They are supported well to manage their own personal needs and have a good understanding of the importance of washing their hands before mealtimes. During snack, older children use jugs to pour their own drinks and are encouraged to cut up their own fruit using age-appropriate cutlery.

- The childminder and her staff introduce letter sounds when children show an interest and demonstrate they are ready for this. Children enjoy finding letters of personal significance, such as those in their name, as they explore and dig in the sand. However, on occasions, staff do not correctly model the sound each letter makes. This means that children do not hear the pure sounds that will support future learning, such as when applying these skills to read and write.
- The childminder has a strong focus on ensuring children build the skills needed to become effective communicators. Staff sit with children at their level and listen and respond warmly to their interactions. As children attempt new words, the childminder and her staff acknowledge their efforts and repeat the words back, modelling the correct pronunciation. Children have opportunities to sing familiar nursery rhymes using props, such as musical instruments, to promote engagement. Children smile as they join in with their favourite songs. Activities such as these, help to build on their growing vocabulary.
- The childminder and her staff have established very positive partnerships with parents. They communicate with them daily and keep them well informed about their children's ongoing achievements. Parents value the 'incredible experiences' the childminder provides and state that their children 'thrive' in this 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:

- consider the organisation of group activities to ensure that all children benefit from the learning experiences on offer
- develop a clearer understanding of how to teach letter sounds to further enhance the already good curriculum for communication, language and literacy.

Setting details

Unique reference number	222854
Local authority	Cambridgeshire
Inspection number	10380361
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 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 1998 and lives in Over, Cambridge. She works with an assistant and operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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, her assistants and the children.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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