

Childminder report

Inspection date: 10 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a safe, clean and inviting environment. Children are happy and settled. The childminder is fun and engaging. She ensures that children have a good time at her setting. Children really enjoy playing with her. The childminder gets to know children well. She provides a range of learning experiences based on children's interests. This helps them to engage with their learning. The childminder offers children choices when deciding what to play with. Children confidently express their preferences. The childminder follows children's individual routines. This helps to meet the children's needs. Children feel safe and secure in the setting.

The childminder has high expectations for children's behaviour. She manages their behaviour positively. The childminder encourages children to use their manners. She is firm but fair in maintaining the boundaries of the setting. The childminder encourages children to tidy away their toys and clean the table after painting. This helps children to learn about being responsible. The childminder speaks several different languages. She supports children who speak English as an additional language effectively. She tunes in to children's individual communication styles. Children are keen to talk to the childminder. She responds respectfully. Children make good progress with their learning and development.

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

- The childminder carries out robust risk assessments. This helps her keep children safe in the setting and when out in the community. The childminder provides a range of healthy snacks. Children talk about which foods make you healthy. The childminder encourages children to be independent when caring for their own needs. She teaches children how to cough so that they do not spread their germs. Children wash their own hands. The childminder supports children to open their own yoghurt pots. Children use cutlery well to feed themselves.
- Children's physical skills are supported well by the childminder. They enjoy making shapes on the floor with ropes. The childminder helps children to follow directions as they jump in and out of the shapes. Outside, children access swings and climbing equipment in the childminder's large garden. They use their fine motor skills to paint. However, the childminder sometimes leads children's play too much. This means that children do not always develop the skills they need to play independently.
- The childminder helps children develop their speech and communication. She translates words and phrases for children who speak English as an additional language. She gives children the words they need to communicate with each other. Children thoroughly enjoy singing action songs and doing the actions to songs fast and then slowly. This helps children to hear words and practise saying

them. The childminder helps children learn the names for different animals. Children learn to say 'elephant' and 'giraffe'.

- The childminder supports children's learning effectively. She adapts activities to challenge children. Children concentrate on picking up different coloured balls with tools. They sort the balls into different colours. Some children confidently match the quantity of balls needed with the number printed on a piece of card. Sometimes, the childminder tidies away activities too quickly. This means that children do not always get the opportunity to return to their learning and consolidate their knowledge.
- Parents are very happy with the care their children receive. They comment on the trusting relationships they have with her. They appreciate the regular communication they receive about their children's development. Parents speak highly of the support the childminder has given them when potty training their children. They also comment on how much their children have learned with the childminder.
- Children learn about the world around them. The childminder takes children to local parks and the library. The childminder shares information with parents about their children's development. She identifies when children may need extra support with their development. The childminder is keen to continually update and develop her practice. She attends training on a regular basis. She reflects on her practice, identifying areas for further development.

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:

- develop strategies to support children to learn to play independently
- give children time to fully explore and revisit activities to consolidate their learning.

Setting details

Unique reference number	2691597
Local authority	Cambridgeshire
Inspection number	10368168
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Wisbech, Cambridgeshire. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder receives funding for the provision of early education, including funding for children from disadvantaged backgrounds.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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