

Childminder report

Inspection date: 10 April 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 provides a caring and nurturing home-from-home environment. At the start of their care, the childminder focuses her curriculum on ensuring children feel safe and secure, and this helps them to settle quickly. She gathers information from parents, which enables her to provide experiences that suit the developmental needs and interests of each child. Children become engrossed as they explore the sand and water area. Older children listen intently to the childminder as she teaches them how to make the sand wheel move as they pour the sand from different vessels. Younger children demonstrate curiosity as they investigate how the texture of the sand changes when water is added. Children remain engaged and show a positive attitude towards learning.

The childminder is a good role model, treating children with respect and understanding. She is clear and consistent in her expectations of behaviour and skilfully uses a range of techniques to support children in recognising and regulating their emotions. Children learn about their feelings. As they play, the childminder is on hand to support their growing friendships and teach them about how their actions can make others feel. She gives children lots of praise and encouragement and this builds their self-esteem.

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

- The childminder has a secure understanding of how children learn and develop. She uses this knowledge, alongside what she knows about the children in her care, to provide a curriculum which builds on what children already know and can do.
- The childminder's teaching consistently considers and promotes children's individuality. From the start of their care, she gets to know the children well. She quickly identifies children's preferred learning styles and adapts her practice to provide opportunities to suit the needs of all children.
- Overall, the childminder supports children's communication and language skills effectively. Children hear a broad range of words as they play, and the childminder encourages them to engage in meaningful back-and-forth conversations. For example, as children explore the outdoor area, they hold discussions about what colour lobsters can be. At times, the childminder does not consistently repeat back and model the correct use of grammar as children share their ideas and opinions. This means children's communication and language skills are not always supported to the fullest extent.
- The childminder implements rules and boundaries in her setting to help children understand what she expects of them. During outings to the local park, they are taught how to stay safe. For example, as they leave the house, the childminder reminds children to wait at a safe point until everyone is ready. When walking to

the play area, children listen carefully to the childminder's instructions and hold hands with their friends. Experiences such as these support children's understanding of staying safe and foster their sense of responsibility.

- Children have opportunities to learn about the world around them. They visit local parks and attend regular playgroups. The childminder carefully selects outings to ensure that they are developmentally appropriate for each child in her care and have a positive impact on their learning and development. While at playgroups, children develop their confidence in socialising and communicating in larger groups. During park visits, children build on skills to support their gross motor development, balance and coordination. They giggle as they use their bodies to make the large see-saw go up and down.
- The childminder provides some opportunities for children to develop their independence. Older children practise putting on their own shoes and are beginning to manage some self-care skills. Younger children help to collect their shoes, ready to go outside. Sometimes, the childminder does things for children that they can do for themselves. For example, she wipes their noses for them before allowing them to attempt to do it first. This does not fully support their growing independence in preparation for future learning.
- Parents speak highly of the childminder. They value the communication they receive about their children's learning and report that their children enjoy spending time in the childminder's home. The childminder works closely with parents of new children to find out about their children's learning needs, interests and care routines. She keeps parents informed about their children's day, and this helps build trusting relationships.

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:

- enhance practice further to fully support and promote children's developing language and vocabulary
- provide more opportunities for children to complete things independently in readiness for their next stage in learning.

Setting details

Unique reference number	2702920
Local authority	Cambridgeshire
Inspection number	10372337
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 7
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives Chevely, Newmarket. She operates all year round, from 8am until 12pm on Monday and Friday, and 8am until 4pm Tuesday to Wednesday, except bank holidays and family holiday. The childminder provides government-funded childcare for all eligible children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years 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 how the childminder interacted with children and spoke with the children present.
- 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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