

Childminder report

Inspection date: 24 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

Children form strong bonds with the childminder and settle quickly in her care. The childminder provides a warm, welcoming and inclusive home. All children make good progress in their learning. They are confident and independently access toys and resources. Children enjoy completing routine tasks, such as setting the table for mealtimes. They beam with pride as the childminder gives them praise for their efforts. Children display positive attitudes to learning as they join activities with enthusiasm. The childminder knows the children well and plans her curriculum around their interests. For instance, children showing a preference for wheeled toys build their own. They learn to follow plans and use tools as they construct. The childminder provides effective support and encouragement. This helps children to persist and achieve their goals.

Children behave well. They learn to share and take turns with resources. The childminder helps children to respect each other's views and opinions. When needed, the childminder reminds them to be kind. She engages in meaningful discussions with children. She encourages them to think about their actions and create their own solutions. This helps to promote children's positive behaviour. Children develop good social skills. They attend a local playgroup with the childminder. This helps to support their confidence as they play in larger groups with other children.

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

- The childminder actively promotes children's communication and language effectively. She engages with children as they play and uses opportunities to spark conversations. For example, she talks to children about the changes they see as they add water to dry compost. She introduces a range of new vocabulary, such as 'pollen' and 'nectar', as she engages in meaningful discussions with children about insects. Children engage in back-and-forth conversations with the childminder.
- Children show a genuine love of reading and learning facts from books. The childminder links books to planned activities to help children understand that information can be found from books. Children frequently access a wide range of books and retell their favourite stories. They eagerly sit for story time and listen carefully as the childminder asks questions to gauge their understanding.
- Mathematical concepts are naturally woven through the childminder's practice. Children learn to sort colours, count competently and recognise numerals in the environment. The childminder uses language such as 'tallest' and 'smallest', and she supports the children to compare sizes and shapes as they play and explore. These opportunities help children to develop a positive attitude and interest in early mathematics.

- The childminder plans a wide range of experiences to develop children's understanding of nature. For example, children plant seeds to create flowers in the garden to attract butterflies and other insects. They learn to care for birds and the visiting hedgehog. The childminder takes children to a local aquarium to observe fish and on a wide range of walks within the local community. This helps children to build a connection with nature and to develop an appreciation of living things.
- The childminder has a secure understanding of children's development and what she wants them to achieve. She carries out appropriate observations and assessments to help her to identify what children need to learn next. However, occasionally, the childminder does not consistently think about how to ensure that adult-led activities maximise children's concentration and focus.
- The childminder has established strong partnerships with parents. They speak positively about the care their children receive. The childminder ensures parents receive regular updates about their children's learning, including how to support their children's development at home. Parents describe the childminder as going 'above and beyond' in the care of their children.
- The childminder has a positive attitude towards her ongoing professional development. She is reflective about her practice and seeks other professionals for advice and to share good practice. The childminder uses self-evaluation to identify areas of child development that she would like to gain a deeper understanding of, and she actively sources training to increase her knowledge and skills further.

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:

- provide opportunities during adult-led activities to enhance children's concentration even further.

Setting details

Unique reference number	2711174
Local authority	Cambridgeshire
Inspection number	10380740
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 3
Total number of places	6
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 in Cambridge. She operates term time only 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
Louise Harris

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of a group activity.
- The inspector took account of parents' written views as part of the inspection.

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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