

Childminder report

Inspection date: 3 July 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 arrive happy and wave goodbye to their parents with ease. The childminder greets children warmly. She is consistently caring and attentive to their needs. The childminder fosters strong bonds with children and gets to know them well. Children are eager to explore the wide range of stimulating play experiences that are available to them. The childminder organises the learning environment effectively to support children to make their own choices about their play. She provides a good range of resources to promote children's learning and development across all areas of her ambitious curriculum. Children demonstrate good levels of engagement in their play. The childminder plans learning experiences that are based on children's interests to build on their experiences further. For instance, children with a keen interest in vehicles dip cars in sensory materials. This helps them to develop their confidence in exploring messy play.

Children are sociable, and they build friendships with their peers. The childminder regularly takes the children on various outings where they mix with other children and play in larger groups. Children learn to share, take turns and be kind to their friends. The childminder is a good role model and is consistent in her approach. She remains calm and explains to the children why rules and boundaries are in place. This helps children to understand the expectations for behaviour, such as being kind and using good manners.

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

- The childminder supports children's early language development well. For example, she speaks clearly and provides a commentary as children play. The childminder understands the importance of building children's vocabulary through songs and rhymes. She introduces small circle-time activities. Children choose props from a bag that represent familiar songs and rhymes. These activities also help to develop children's confidence to speak in a group and take turns in conversation.
- Children enjoy books and story time. The childminder reads a story to the children during snack time. They look at the pictures, comment on characters and repeat well-known refrains. However, the childminder does not recognise when children become distracted during the story. While eating, they play with props relating to the book and try to follow the story at the same time. This means children do not fully benefit from the learning experiences on offer.
- The childminder provides a wide range of physical play opportunities in her home to develop children's coordination and strength. For instance, they ride on wheeled toys, learning how to negotiate the space around them. Children enjoy filling watering cans to care for the childminder's flowers. They benefit from regular visits to local play areas to access larger equipment to further challenge

their core strength and gross motor skills.

- Children have plenty of opportunity to explore the local community. The childminder takes the children to local parklands where they search for natural materials, such as pine cones, conkers and leaves. In addition, they visit the library, farms and a local abbey. This sometimes involves using the bus, which helps to broaden children's experiences.
- The childminder encourages children to develop their independence, such as putting on their coats when going outdoors and taking off their shoes when entering her home. At times, the childminder does not always give children the opportunity to complete small tasks for themselves to develop their independence to the highest level.
- Parent feedback is very positive. Parents are extremely grateful for the support that the childminder provides them and their children. They comment that the childminder is 'exceptional' and say that their children 'thrive' in her care. Parents value the wide range of experiences that the childminder provides their children and the regular updates they receive about their children's learning and development.
- The childminder demonstrates a professional approach to childminding. She undertakes regular statutory training to keep her knowledge and skills up to date. The childminder also networks with other childminders to share ideas and strengthen her teaching. She is reflective and seeks feedback from parents to help her evaluate her provision 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:

- review the routine of the day to allow children time to eat and time to fully engage in the learning experiences on offer
- make the most of all opportunities to encourage children to develop their independence.

Setting details

Unique reference number	2723846
Local authority	Cambridgeshire
Inspection number	10394569
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	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Waterbeach, Cambridgeshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank and family holidays. The childminder holds a relevant qualification at level 6. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and the childminder carried out a joint evaluation of an activity.
- A number of parents provided written feedback to the inspector, and the inspector took account of their views.

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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