

Childminder report

Inspection date:

23 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a highly welcoming and nurturing environment where children thrive. Her interactions and teaching are consistently respectful, placing children at the heart of everything she does. Children form strong and secure attachments with the childminder. They seek reassurance when needed, and the childminder acts swiftly to ensure that their emotional needs are fully met. During morning routines, children think about how they and others are feeling. They laugh and giggle as they look at their own reflections in a mirror and compare these to photographs of children showing a range of emotions. Activities and interactions such as these help children thrive in their emotional well-being.

The childminder acts as an incredible role model. As children play, they replicate her positive interactions, sharing toys and taking turns with their friends. The childminder offers timely praise, which builds children's self-esteem and confidence. Children meet each play opportunity with excitement. As they sit together at group time, they say hello to their friends and help to count the number of people in the room. Activities such as these develop children's early numeracy skills and foster their sense of belonging. The childminder establishes clear routines that help children feel secure. They know what is happening now and next. When it is time for snack, children eagerly help to get the table out and clean it in preparation. They take it in turns to collect the correct number of plates and set them out so that everyone has a space. Children show a positive attitude to learning, driven by the childminder's high-quality interactions and the rich learning opportunities she provides.

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

- The childminder plans a highly ambitious, sequential curriculum that reflects children's individual needs and interests. She has a thorough understanding of the knowledge and skills children need in the early years. Activities are carefully designed to match each child's developmental stage and build on their experiences, enabling them to make excellent progress.
- The childminder is passionate about promoting children's mathematical development. Children count fruit, compare quantities and predict whether friends have more or fewer pieces, strengthening their problem-solving and reasoning skills. As they lift equipment, the childminder introduces language such as 'heavy' and 'light' to describe weight. She weaves numbers, counting and size into daily activities, and children show remarkable ability in this area of learning.
- The childminder enriches children's understanding of their community and the wider world through varied experiences. They visit the library, take part in activities at the local care home, attend forest-school sessions and meet with

other children at groups. The childminder uses books and discussions to teach children about a range of backgrounds and abilities. Children confidently share their knowledge with parents. They explain why people may be different, demonstrating respect and understanding of diversity from a young age. Experiences such as these help prepare children well for life in modern Britain.

- Communication and language are central to the childminder's curriculum. Children learn basic sign language to aid their communication skills, and the childminder praises their efforts as they use them in their play. She seizes opportunities in daily routines to extend children's vocabulary and spark discussions, often recalling past experiences. Children delight as they look through photo books of their time at the setting. They engage in meaningful back-and-forth conversations with the childminder, developing confidence and fluency.
- The childminder promotes independence through practical routines. Children prepare food, tidy up and manage their own personal care confidently. They use cutting tools safely, peel their own fruit and wash their hands after blowing their noses. They describe their actions as they create bubbles with soap, showing a clear understanding of effective handwashing. Such skills build self-confidence and lay strong foundations for future learning.
- The childminder is highly committed to professional development. She attends weekly webinars and targeted training, such as supporting children's communication and mathematics, to enhance her knowledge and skills. The childminder reflects carefully on her learning and implements new strategies, ensuring that children benefit from consistently high-quality teaching.
- Strong partnerships with families are central to the childminder's approach. She communicates daily in a range of ways to ensure that parents are kept up to date with their children's learning. The childminder introduces her own initiatives, such as the 'Cook and Chat Box', which children take home to share with parents. They collect ingredients from the childminder's garden and place them in the box with a recipe card. This has clear links to their next steps and provides focus and purpose, offering families meaningful ways to continue learning at home. Parents report exceptionally positive experiences, describing the childminder as nurturing, professional and highly responsive. They note that she 'integrates learning with clear developmental goals' and highlight the 'remarkable' progress their children have made as a result.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2732646
Local authority	Cambridgeshire
Inspection number	10407342
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 2
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in St Neots, Cambridgeshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides government-funded childcare.

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 foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and the 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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