

Childminder report

Inspection date: 22 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

The childminder provides a nurturing home-from-home environment for children. She works alongside a co-childminder and shares the same gentle and caring approach to children and their families. Parents are highly appreciative of the quality of care and education the childminder provides.

The childminder has a clear understanding of what she wants children to learn. She supports children to be kind to each other and to develop their understanding of how to share toys and resources. When children need extra reassurance, they reach out to her for comfort and cuddles.

Children are developing confidence and independence. The childminder is patient with children and allows them the time and space they need to express themselves. Children play for extended periods of time for their age and develop positive attitudes to learning.

Children's communication and language skills are supported well. When younger children play in the sand, the childminder provides a commentary to their play. She tells them that they are 'transporting' the sand and explains what this vocabulary means.

The childminder role models positive behaviours for children to copy. She is polite and respectful with her co-childminder. All children benefit from the relaxed and comforting environment provided.

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

- Before children start at the setting, the childminder works with families to find out what children know and can do. She uses this information to plan activities matched to children's next steps in learning. As a result, children receive quality learning experiences that are carefully aligned with their ongoing development. This helps to make sure that children make confident progress.
- The childminder demonstrates that she is ambitious for children's learning. She is able to confidently explain how she plans for children's ongoing development. As younger children play with containers, she introduces the mathematical concepts of empty, full and half full. Children respond well to her explanations and show that they understand the language used.
- Children receive a well-rounded curriculum focusing on their health and well-being. The childminder recognises the importance of fresh air, exercise, healthy food and safe sleep practices. Children enjoy their sandwiches and fruit at lunchtime as the childminder eats with them and talks about positive choices for health. Children are learning how to develop their own understanding of healthy

lifestyles.

- The childminder works hard to make sure children are fully settled in her care. She is highly attentive to children's needs and listens closely to children's emerging language and communication. Children are given choices and decisions to make of their own to encourage their independence. This helps children to feel confident and to develop increasing focus and attention skills.
- The childminder uses a variety of resources to improve her knowledge and maintain her expertise. She enjoys watching ideas from other practitioners on social media. The childminder considers the information presented and how beneficial this could be for her practice. She is highly reflective but does not yet link her ongoing training to how she can continue to improve the quality of her teaching.
- Parents recognise the meticulous and supportive care that the childminder provides. They recognise how the childminder gets to know children well in order to fully support their learning and well-being. Parents recognise the progress that their children are making at the setting. Partnerships between the childminder and parents are strong.
- The childminder works effectively with other childcare providers. She recognises the information that needs to be shared with other practitioners in order to fully support children's development. This helps to ensure that children's next steps in learning are understood by all who work with them and care for them.
- Children benefit from a range of learning experiences across the prime areas of the curriculum. Within this, the childminder does not always embed a shared understanding of similarities and differences for children. This means that they do not consistently learn about people, families and communities beyond their experiences with the childminder.

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:

- link training and professional development opportunities more closely to further improve the quality of teaching
- strengthen the curriculum in order that children embed an understanding of, and respect for, people, families and communities beyond their own.

Setting details

Unique reference number	2734900
Local authority	Cambridgeshire
Inspection number	10407801
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bottisham, Cambridgeshire. She operates from 8am to 4pm Monday to Thursday, all year round except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works regularly with a co-childminder.

Information about this inspection

Inspector

Jude Simpson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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