

Childminder report

Inspection date: 9 September 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 enjoy their time with the childminder. She actively engages children in the daily routines, supporting them to do as much for themselves as possible. For example, children are encouraged to create their own wraps and chop their own fruit for lunchtime. The childminder models how to use knives safely, which children readily copy. In addition, children confidently tell the childminder when they need the toilet, they are supported to wash their hands after messy play, and they put their used hand towels in the washing machine. The childminder is a positive role model and encourages children to be helpful. As a result, children follow instructions and help set up play activities. This teaches children important skills for later life.

Children have multiple opportunities to be physically active. For example, children are excited to use a trampoline. Children laugh, bending and stretching their legs as they bounce up and down. The childminder encourages children to notice that the balls on the trampoline are also bouncing when they jump. This helps children learn about cause and effect. The childminder provides effective supervision and ensures children are using the trampoline safely. Children know they must close and zip the net up on the trampoline before they use it. This helps children learn to play safely.

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

- Parents are positive about the care their children receive. They state the childminder provides a safe and welcoming environment where each child is listened to. Parents say they receive regular updates from the childminder, and that their children love the fun activities that are provided.
- The childminder understands the importance of widening children's experiences of the world around them. For example, children enjoy attending playgroups, parks and visiting shops within the local community. Children thoroughly enjoy recalling these outings as they look through photographs with the childminder.
- The childminder supports children's growing language and communication skills well. She introduces new vocabulary during play, and she sensitively corrects children's pronunciations by repeating the word so children can hear the difference. The childminder shows patience, listening carefully as children share information and ideas with her. This helps children develop early conversational skills.
- The childminder provides activities for children to develop their small-muscle skills. These activities help children practise the skills needed for early writing. For example, children work with the childminder to decorate a toy cake. They focus as they carefully insert wooden fruit and candles into the holes. In addition, children are eager to explore slime. The childminder is reassuring, showing

children that it will come off their hands. Children copy, tentatively feeling the slime with their fingers. As they gain confidence, they use their hands to make marks with the slime on the tablecloth.

- The childminder embeds early mathematical concepts in children's play. For instance, children busy themselves building a castle. The childminder supports children to identify what colour bricks they are using and to consider how tall the castle will be. When children play a game, the childminder encourages children to match the colour on the dice to the correct coloured straw. Children repeat this as they continue to play the game.
- The childminder understands the importance of supporting children's good health. She ensures all children access daily fresh air and exercise. The childminder provides children with healthy snacks, meals and fresh drinking water.
- Children are learning to develop positive behaviours. The childminder encourages them to use their manners, be helpful and take turns. However, there are occasions when children refuse to do as requested and this is not pursued by the childminder. As a result, the childminder ends up having to complete these tasks while children follow their own interest. This does not consistently support children to learn what is expected of them.
- The childminder values her continuing professional development. She attends mandatory training, such as safeguarding and paediatric first-aid training. In addition, the childminder undertakes courses and webinars to ensure her practice and knowledge remains current.

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:

- implement consistent behaviour management strategies which build on children's understanding of behaviour expectations.

Setting details

Unique reference number	2741248
Local authority	Cambridgeshire
Inspection number	10407794
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	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Over, Cambridgeshire. She registered in 2023. The childminder operates term time only. Sessions occur Tuesdays and Wednesday, 8am to 6pm. The childminder also provides sessions before and after school on Mondays, Thursdays and Fridays.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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