

Childminder report

Inspection date:

26 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about teaching and supporting children's personal, social and emotional development. He provides a calm environment where children learn important social interactions and how to achieve tasks independently. This helps children to become respectful and well-rounded individuals. The childminder is calm and reassuring. This helps children to feel settled and happy at the setting. For example, he provides reassuring comments and provides comfort when children are upset.

Children demonstrate respect for their setting and know how to look after the resources they have. For example, when it is lunchtime, children begin tidying up the mud kitchen independently. They listen well to the childminder and follow instructions. Children show high levels of engagement as they excitedly join in with activities. The learning opportunities that the childminder provides are interesting and challenging, and this supports children's high levels of concentration and learning.

The childminder gives children numerous opportunities to learn and understand about their bodies and how to stay healthy. He talks to children about the foods they eat and healthy options they can make. Additionally, children learn about cleaning their teeth and washing their hands. The childminder teaches children about the importance of this and the impact these daily routines can have on their bodies. For example, children cover their mouths as they cough and recognise the importance of preventing the spread of germs.

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

- Children make good progress at the setting and develop their confidence and self-esteem to a high standard. The childminder knows children well and observes and tracks their learning closely. This enables him to plan meaningful learning opportunities and support children to make good, quick progress.
- The childminder supports children's literacy skills well. Children show their love of reading through their play as they choose to sit independently and look at stories. At times, children join together and read to each other. They point to and talk about the pictures they can see and occasionally make up stories for each other to listen to. Overall, children's literacy skills are well supported.
- The childminder provides opportunities for children to develop their physical strength and balance. As well as trips to the local play park, the childminder also provides large resources for children to build, balance and climb on. Children demonstrate excellent core strength and balance as they work their way along an obstacle course. They carefully balance along beams, negotiate steps and avoid obstacles along a challenging course.

- The childminder offers experiences that challenge and extend children's learning. He provides support and guidance for children to help them make good progress in their learning. Occasionally, the childminder does not give children the time they need to figure out problems independently. When this happens, children have slightly fewer opportunities to build on their thinking skills and abilities than at other times.
- The childminder extends children's mathematical knowledge during play by modelling counting and language well. He provides various words for children to hear, such as 'highest' and 'taller', and provides examples to help children understand. For example, he encourages children to compare sizes as they climb on different-sized steps, which helps to develop their comprehension even further.
- The childminder offers care for children before and after they attend other early years settings. Children share their experiences, and the childminder shows interest in what children are learning outside of the setting. However, the childminder has not yet fully developed robust methods of communication with other early years settings to share relevant information regarding children's transitions, learning and progress.
- The childminder provides parents with regular updates of their children's learning and progress. He communicates well at the end of each day, sharing daily achievements, what children are learning next and how they are progressing overall. This helps to keep parents well informed of their children's progress.
- The childminder works alongside his co-childminder. They work together to keep their knowledge and skills up to date. For example, when one attends a training course, they feed back and share new information and ideas with each other. They work in partnership to implement these new ideas into the setting.

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:

- allow children more time to process their learning and help to develop their critical thinking skills
- strengthen communication with other early years settings children attend to support continuity in children's learning and development.

Setting details

Unique reference number	EY254985
Local authority	Cambridgeshire
Inspection number	10407487
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	0 to 10
Total number of places	6
Number of children on roll	33
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2003. He lives in March, Cambridgeshire, and childminds alongside his wife, who is also a registered childminder. The childminder operates from Monday to Friday, from 6.45am to 6.15pm, all year round, except for bank holidays and family holidays. The childminder provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025