

Childminder report

Inspection date:

22 May 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of the skilful and nurturing childminder. They feel entirely at home, in an environment where they benefit from a wide range of high-quality resources. The childminder knows children exceptionally well and thoughtfully selects activities to ignite their imagination and enhance their next steps in learning exceptionally well. Children are particularly excited to investigate the focused activities, where currently they are learning all about bees. Children are eager to share what they have already learned and recall how the small creatures communicate by performing a 'waggle' dance. The childminder has a deep understanding of how to enhance children's learning, and due to her expert support, children demonstrate impressive levels of concentration.

The childminder's calm and sensitive approach to children's emotional needs helps children to settle and develop confidence. Children learn from her good example and play exceptionally well together. Where younger children are just learning new skills, such as sharing, their older friends show kindness and help show what is expected of them. The childminder provides children with a consistent daily routine, which children embrace and remember. They take great delight as they remind the childminder of special traditions, such as their lively dance before lunch, which brings great laughter to their shared moments.

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

- The childminder demonstrates an excellent understanding of how children learn, offering a well-planned curriculum firmly focused on children's individual needs and developmental goals. The exceptional quality of teaching inspires children to develop a natural curiosity and enthusiasm for learning. They are encouraged to ask questions, explore ideas and immerse themselves in hands-on learning experiences, both at home and when out and about in the community.
- Children communicate exceptionally well. They engage in delightful conversations with the childminder, who listens attentively and responds with genuine interest. She skilfully weaves new vocabulary into their discussions, enriching their language and understanding effectively. For example, during their current exploration of bees, the childminder introduces words such as 'honeycomb', explaining its purpose in a hive and encouraging the children to use it in their own sentences.
- The childminder expertly supports children's mathematical skills by threading counting, numbers and shapes through their activities. Children demonstrate their abilities by recognising shapes, such as hexagons, squares and circles, as they play. The childminder encourages all children to support their friends in learning new things such as accurately counting past five. This boosts children's confidence as together they celebrate their successes and show their

determination to learn.

- The childminder truly enjoys her role and displays a genuine passion for nurturing children in her care. She holds high aspirations for every child, striving to help them become the very 'best version of themselves'. To maintain excellence, she actively engages in her own professional development by attending training and keeping up to date with best practice.
- Parents hold the childminder in the very highest regard. In feedback, they mention how the childminder is 'simply amazing' and how their children's lives 'have been enriched by the experiences she has given them'. The childminder places great value on the strong partnerships she has built with parents and maintains open and consistent communications to keep them updated on their children's progress. This collaboration enables parents to actively support their children's development at home.
- The childminder appreciates the importance of children learning about their local community and the people who live and work there. Equally, the childminder takes children on trips, using buses and trains to widen their experiences. Children take great pride in recalling a recent visit to the woods and how they are learning to safely climb trees. Such visits are carefully planned to create playful experiences where children can strengthen their muscles and gain even better physical skills.
- The childminder uses excellent strategies to support children who may be less confident than their friends. She ensures that these children are sensitively prepared when visiting new places or meeting unfamiliar people. The childminder's thoughtful approach builds their confidence and resilience, helping them to adapt quickly to new situations.

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	EY303089
Local authority	Cambridgeshire
Inspection number	10388781
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 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	29 July 2019

Information about this early years setting

The childminder registered in 2005 and lives in Ely, Cambridgeshire. She operates all year round, from 8am to 6pm on Monday, Wednesday and Thursday, and from 8am to 4pm on Tuesday and Friday, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Jacqueline Baker

Inspection activities

- The inspector viewed the childminder's home and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector read feedback sent in from parents. She took their views into consideration in her assessment of the provision.

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