

# Childminder report

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Inspection date: 22 January 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children follow their passions and interests with enthusiasm. The childminder incorporates these into her curriculum, encouraging further exploration. For example, dinosaurs fascinate children. They use tweezers to collect small models, spontaneously sorting them by colour while they count how many they have collected. The childminder encourages children to point to each dinosaur in turn to help them. When young children struggle with higher numbers, the childminder offers to count the models herself, pausing so children can listen and repeat the numbers in order. This helps to support children's emerging mathematical development.

Children develop a love for books and stories. The childminder reads to them, using the stories to introduce new words and information for children to absorb. Children recall facts they remember from previous experiences. They use their developing vocabulary to embellish their recollections, helping to consolidate their learning. By the time children leave for school or nursery they are articulate individuals, who are keen to learn.

Children respond well to the childminder's gentle reminders to follow the consistent and simple rules she sets. She gives clear explanations to help children understand why and how they can begin to keep themselves and others safe. This contributes to children's good behaviour and positive attitudes towards others.

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

- The childminder makes good use of local attractions and the outside environment. She encourages children to find out more about the local community. For example, children enjoy visiting a local care home where they talk and play with people of an older generation. This supports children's developing confidence to listen and speak to others.
- Children enjoy discovering and recalling facts about trees, plants and creatures. They look at small cards to find out which species of trees they see on their walks. They visit a local allotment to discover where the food they eat comes from. This helps children begin to find out about the world around them.
- The childminder's curriculum focuses on what children need to know and do before they start school. From a young age, children learn how to put on their shoes and coats, feed themselves and use the toilet independently. The childminder supports children to take age-appropriate risks for themselves, contributing to children's ability to think and act independently while keeping themselves safe.
- The nurturing childminder is receptive to children's emotions. She recognises when they are tired or upset, giving them reassuring cuddles when needed. The

childminder supports young children to recognise how they are feeling, encouraging them to say how they are feeling. She helps them to think what they can do to feel happy and settled again. In turn, children feel secure and are ready to learn once more.

- The childminder is committed to continue to develop her professional knowledge and skills. She regularly joins in webinar and group discussions, helping to gain a greater insight in purposeful education. The childminder meets other local childminders and professionals. They share ideas, helping the childminder make adaptations to her already good curriculum.
- Parents speak highly of the childminder and feel their children learn and make good progress. This is reflected through the length of time many children and their siblings stay in the childminder's care.
- The childminder forms strong partnerships with parents. She gathers information from them to find out about what children like and already know, helping her plan a meaningful curriculum for them. The childminder talks to parents and gives them daily updates on what their children have been doing and about their daily routine, such as meals and sleep times. Although the childminder gives parents ideas and information about how they can support their children at home, some of the worksheets and ideas are overly ambitious. Consequently, they do not always reflect a clear sequence of learning that focuses on children's individual next steps in learning. This does not always support optimum progress in children's learning.

## 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:**

- provide activities and ideas for parents that focus on children's individual next steps in learning and follow a clear sequence to help children build on what they know and understand at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY337523                                                                          |
| <b>Local authority</b>                             | Cambridgeshire                                                                    |
| <b>Inspection number</b>                           | 10368460                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 21 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 2006. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded early years education for all eligible children.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The inspector observed activities inside the childminder's home. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum to the inspector, highlighting children's progress.
- The inspector and childminder discussed the quality of teaching children receive.
- The inspector looked at a range of documents, including evidence of the childminder's qualifications.
- The inspector read emails that parents sent for her to read. She looked at questionnaire responses received by the childminder about her provision. The inspector took parents' views into consideration.

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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