

Childminder report

Inspection date:

17 September 2025

Overall effectiveness	Good
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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

Children settle quickly and confidently into the setting. The childminder provides a warm, welcoming environment, where children feel safe and emotionally secure. She ensures children have access to their comforters when needed, which supports their emotional well-being. The childminder forms strong relationships with children and their families. She gathers information about children's development when they start, which enables her to meet their individual needs effectively. The childminder fosters good relationships between children. She models positive behaviour and teaches children to share. She encourages children to use their manners and use polite language, such as 'Excuse me, please.'

The childminder offers children choices, which helps them feel valued and involved. They choose their favourite songs to sing and the toys they would like to play with. The childminder promotes children's independence. Children learn to blow their own noses and feed themselves. The childminder ensures children's privacy during intimate care and teaches them the steps they need to follow when washing their hands. Children often ask her to take photos of their achievements and send these to their parents. This builds their confidence. The childminder carries out ongoing assessments of children's development, which helps her to meet their individual needs.

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

- The childminder keeps children safe in the setting and when out in the community. She uses appropriate car seats for children when transporting them in the minibus. The childminder shares information with parents to ensure that children's individual dietary and medical requirements are cared for effectively. However, during daily routines, such as mealtimes and snack times, the childminder does not make the most of opportunities to extend children's skills and knowledge. Children are not consistently encouraged to engage in conversation and socialise, for example. This prevents them from making even better progress.
- Children enjoy interesting activities, which support the development of their fine motor skills. The childminder wraps their toys up in tin foil and children enjoy unwrapping these and scrunching up the foil. When the childminder observes that children are interested in the play tools, she provides more challenging tools, such as screwdrivers and spanners. Children focus well on using these to tighten and undo screws. This improves their attention and dexterity.
- The childminder supports children's communication and language development well. For example, the childminder reads a story about the colours of a rainbow and encourages children to think about what the book might be about by looking at the front cover. She teaches children how to pronounce the colours of the

rainbow correctly, such as orange and indigo, as well as learn the Makaton signs for colours. The childminder helps embed children's learning as they sing a rainbow song together. Children make good progress in their language development.

- The childminder deepens children's mathematical learning. She asks children questions, counts and teaches them about colours and shapes. When children build a train, the childminder helps them measure how long their train is. She helps them compare the length of the train to how tall they are. This helps children to understand mathematical concepts in a meaningful way.
- The childminder works effectively with parents. Parents express their deep trust in her responsive and attentive care for their children. They comment on how she provides a kind, nurturing environment. The childminder keeps parents well informed of their children's progress and offers guidance on how to support learning at home. The childminder also promotes effective community involvement, such as raising funds for the village defibrillator and teaching children basic first-aid skills. This helps children develop empathy and a sense of social responsibility.
- The childminder attends training regularly to stay up to date with early years regulations. She works in collaboration with other childminders to provide play sessions for groups of children and to visit soft-play centres. This helps to build children's confidence and social skills. The childminder develops positive relationships with local schools to support smooth transitions and ensure that children are prepared for the next stage in their education.

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:

- review and refine the organisation of daily routines, including during mealtimes and snack times, so that children are able to use this time to extend their skills and knowledge more effectively.

Setting details

Unique reference number	EY369056
Local authority	Cambridgeshire
Inspection number	10398910
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	1 to 10
Total number of places	8
Number of children on roll	18
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2008. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She has a suitable childcare qualification at level 3. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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