

Childminder report

Inspection date: 13 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish because of warm and nurturing relationships with the childminder, who is highly attuned to their needs. From the start of their care, the childminder gets to know the children well. She creates a safe and supportive environment where they feel valued and respected. As children explore number puzzles, the childminder is on hand to support and engage with them in their play. She uses her knowledge of the children's individual developmental stages to build on what they already know and can do. For example, when ordering the numbers on each piece of the puzzle, older children are encouraged to think about what number comes before and after, and younger children are supported in recognising numbers of significance. As a result of activities and interactions such as these, children make good progress in their learning.

The childminder has high expectations of behaviour. When minor disagreements occur, she is on hand to help children build on skills such as sharing and taking turns. The childminder effectively supports their understanding of different emotions and encourages children to think about how their actions may make others feel. Children learn behavioural expectations from the childminder, who regularly reinforces rules and boundaries. As children explore the toy trains, they mimic the childminder's actions, taking it in turns to push the carriage through the tunnel. The childminder offers timely praise. This helps to build children's confidence and gives them a sense of pride in their achievements.

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

- The childminder plans a broad and well-sequenced curriculum. She has a good understanding of what she would like children to learn and uses her knowledge of child development to implement an effective learning environment. Thorough assessments and discussions with parents enable the childminder to provide each child with personalised learning goals to help support their progress.
- All children are encouraged to develop the skills needed to support them as they move on in their educational journey. For example, the childminder provides opportunities for children to develop their independence and self-help skills. When going outside, children collect their own shoes and coats and are encouraged to 'have a try' when putting them on independently. Children know they need to wash their hands before eating meals and after toileting routines. However, the childminder does not always role model good hygiene routines. Occasionally, she does not wash her hands after helping children to wipe their noses. This does not consistently promote children's good health and potentially increases the spread of germs.
- The childminder understands the significance of sharing information with parents and other professionals involved in children's care. She works closely with other

settings children attend, sharing assessments and discussing children's educational needs. She recognises when children may need additional support and works closely with parents to share strategies to promote learning at home. Parents value the 'detailed reports' the childminder shares of their children's learning and comment on the range of activities she provides to support their progress. Positive partnerships such as these promote children's learning and development and ensure effective continuity of care.

- The childminder supports children's communication, language and literacy skills effectively. She engages in back-and-forth conversations, carefully selecting questions to promote children's thinking and curiosity. Children regularly take part in musical sessions, where they sing and dance. Children enjoy a broad range of books. They read independently, carefully turning the pages and talking about what they see. Children snuggle up with the childminder and listen intently to the stories being shared. From a young age, children are developing their listening skills and show a genuine love for books.
- Children are often inspired and thoroughly enjoy playing and learning. The childminder provides opportunities for children to develop their understanding of the world around them through trips to parks, farms and playgroups. In the setting, young children become excited as they explore musical toys, pressing buttons to see what happens. Older children learn about what birds need, and they grow and develop their fine motor skills as they make bird feeders. However, at times, adult-led activities are not adapted well enough to meet the needs of younger children to encourage their participation and extend their learning further.
- The childminder is committed to continually enhancing her skills and knowledge through professional development opportunities. She ensures all mandatory training is kept up to date and has completed a wide range of additional training to support her practice.

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:

- ensure consistent hygiene practices are followed to prevent the spread of infections and to promote healthy hygiene routines for children
- consider more closely how to adapt group activities to ensure that all children, in particular younger children, fully engage and benefit from the learning opportunities provided.

Setting details

Unique reference number	EY381981
Local authority	Cambridgeshire
Inspection number	10376576
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 May 2019

Information about this early years setting

The childminder registered in 2008 and lives in Huntingdon. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare for eligible children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- 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 and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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