

Childminder report

Inspection date: 14 August 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

The childminder and any assistant she works with provide an inclusive, nurturing, home-from-home environment where children feel safe and secure. They develop strong relationships with each child and their family, enabling them to plan activities that build on children's interests and supports their ongoing learning. Children settle quickly, demonstrate a strong sense of belonging and make good progress from their starting points.

The childminder has high expectations for children's behaviour and is a good role model. She sensitively reinforces rules and boundaries, helping children understand what is expected. As children prepare to get ready to go outside, they patiently wait for their turn to get their shoes and sit on the step once they are ready. The childminder and any assistant she works with consistently encourage sharing and model turn-taking language, supporting children's social development, cooperation and ability to build positive relationships with others. Their gentle reminders and guidance help children to learn what is expected of them.

Children engage in purposeful interactions and are introduced to new vocabulary as they play and explore. For example, the childminder and any assistant she works with introduce children to words such as 'hydrate' as they investigate toy food and encourage children to recall and talk about their recent visit to a farm. Experiences such as these help to develop children's confidence in speaking, extends their vocabulary and builds on their social interactions with others.

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

- The childminder has a strong understanding of child development and provides a curriculum that is carefully tailored to each child's individual needs. She carries out regular assessments, including the statutory two-year check, to track children's development, and she uses this information to plan activities that enable them to make the best possible progress.
- The childminder provides strong support for children with special educational needs and/or disabilities (SEND). She is passionate and committed to helping each child reach their full potential. The childminder works in close partnership with parents, as well as a wide range of outside agencies, in order to provide the very best opportunities for all children.
- Children engage in a broad range of experiences that help them understand and explore the world around them. They regularly attend local toddler groups and spend time outdoors each day, which supports their health and physical well-being. When out and about, children learn important skills, such as road safety, and they develop confidence in social situations as they play alongside and build friendships with other children.

- Children benefit from regular opportunities to listen to stories and join in with songs and rhymes. The childminder and any assistant she works with use these times to capture children's attention, promote a love of books and practise their language. However, occasionally, the childminder does not consider how background noise, such as music from the radio, affects some young children's ability to hear spoken language to further enhance their communication skills.
- The childminder and any assistant she works with prepare children well for their next stage of learning, including school. Children develop their fine motor skills as they manipulate small pieces, such as eyes, arms and hats, when playing with toy characters. During mealtimes, children are encouraged to open their own packets and wrappers, further supporting their independence and dexterity. Opportunities such as these help to strengthen the muscles in their hands and fingers, laying secure foundations for early writing.
- The childminder is committed to her own professional development and regularly attends training to enhance her knowledge and skills. She has recently completed training focused on supporting children's language development and has used this learning to improve her interactions with children. The childminder shares her own learning with parents and other professionals. However, she has not considered ongoing targeted professional development for any assistant she works with to further enhance their knowledge and skills.
- The childminder establishes strong, trusting partnerships with parents. They describe her and any assistant she works with as warm, nurturing and highly responsive to children's individual needs. Parents feel well informed about their children's progress and appreciate the regular guidance offered to support learning and routines at home. They highlight the childminder's commitment to inclusive practice, noting her patience, adaptability and determination to ensure every child, including those with SEND, feels valued and makes the best possible progress.

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:

- consider the impact of background noise on younger children's communication and language skills
- develop a programme of professional development for assistants to enhance their knowledge and skills further.

Setting details

Unique reference number	EY390477
Local authority	Cambridgeshire
Inspection number	10399229
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 8
Total number of places	12
Number of children on roll	14
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2009. She operates Monday to Thursday from 7.30am to 5.30pm and on Friday from 7.30am to 5pm. The childminder works with an assistant. The childminder holds a childcare qualification at level 3.

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 foundation stage 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 and her assistant 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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