

Childminder report

Inspection date: 10 March 2025

Overall effectiveness	Good
------------------------------	-------------

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 are settled and happy in this setting. The childminder is warm and patient. Children share their feelings with her. She offers hugs and reassurance, which children gladly accept. The childminder is respectful of children's thoughts and opinions. She listens carefully to them. Children share information with her about their home lives and experiences. The childminder knows the children well and provides activities that support their learning and development. Children also confidently choose which resources they would like to play with. The childminder respects their choices. Children make good progress in their development.

The childminder works in partnership with parents to support children who are toilet training. She encourages children to be independent. The childminder teaches children strategies to help them put their own coats on. They competently wash their own hands. Children know the routine of the setting and feel safe. They are well behaved. The childminder helps children to understand the boundaries of the setting. She supports children to wait for their turn when other children are playing with toys they want. The childminder praises and encourages children. She models good manners. Children use please and thank you spontaneously. Children help and care for each other.

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

- The childminder keeps children safe and secure in her setting. She supervises children when they are eating and sleeping. The childminder works closely with parents to provide healthy snacks and meals. Lunch is a social time that children enjoy. The childminder encourages younger children to feed themselves and praises them. Children use cutlery well to feed themselves. Children develop their physical skills. Outside, children use the swings and climbing equipment. The childminder challenges children to climb independently.
- The childminder supports children's language skills well. She speaks clearly and uses a wide vocabulary. Children learn words such as octopus and tentacles. Children enjoy singing action songs with the childminder. The childminder creates a cosy den with children where they can read their books. Children make good progress with their language development. The childminder provides a range of books for children to read. They learn about great women for International Women's Day.
- The childminder supports children's emerging mathematical and literacy learning. She counts with children and teaches them the names of semicircles and how two of them make a circle. Children explore letter shapes and find letters that match the beginning sounds of their names. The childminder uses questioning effectively to teach children. She supports children to remember previous learning and make links in their knowledge.

- Children learn about the world around them. The childminder teaches them to plant seeds and bulbs outside. Children learn which way up bulbs need to be planted and what seeds need to grow. They develop their physical skills as they use scoops to fill their pots with soil. The childminder adapts her practice to meet the needs of children. Younger children enjoy exploring soil and filling and emptying their pots. Older children count the seeds they will use and examine the size and shape of these.
- Parents are happy with the care the childminder provides. They enjoy receiving their children's craft creations, which they make to learn about different festivals. Parents appreciate the support their children receive when settling into the setting and when potty training. The childminder carries out statutory assessments and shares these with parents. This helps parents understand their children's needs and provides consistency of care for children.
- The childminder works with other local childminders. They visit parks and local places of interest. This helps develop children's social skills and confidence. The childminder develops links with local settings and schools, sharing information to ease children's transitions. The childminder identifies areas of her setting she wants to develop. However, she does not continually build on her knowledge and teaching skills through professional development opportunities to help children make 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:

- continue to access professional development opportunities to develop teaching skills even further.

Setting details

Unique reference number	EY430290
Local authority	Cambridgeshire
Inspection number	10376127
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2011 and lives in Chatteris, Cambridgeshire. She operates term time only from 7.30am to 6pm, Monday to Friday. The childminder provides government funded education for all eligible children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.

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