

Childminder report

Inspection date: 14 January 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 enjoy a warm, home-from-home environment that supports their growth and learning. The childminder forms strong, positive relationships with each child. She takes time to understand their needs and preferences, which helps children feel secure and confident as they explore their surroundings. Clear routines and gentle guidance help children settle quickly and engage with the activities provided. Through these supportive interactions, children develop a strong sense of belonging and thrive in the childminder's care.

The childminder sets high expectations for behaviour and models respectful interactions. She teaches children to take turns and treat others kindly. This helps create a calm and cooperative atmosphere. Children respond well to praise and encouragement, which allows them to develop good habits and confidence. The childminder fosters independence and a sense of achievement by recognising their efforts and successes. For example, children take pride in completing puzzles or helping tidy up, practising skills that prepare them for future challenges.

Children benefit from opportunities to build friendships and practise social skills. They enjoy playing alongside their peers, gradually progressing to cooperative activities. The childminder gently supports these interactions, encouraging children to play together and communicate effectively. This nurturing approach helps children feel confident in social settings and strengthens their ability to form positive relationships.

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

- The childminder plans carefully to help children achieve key milestones that prepare them for the following stages of development. She teaches practical skills, such as recognising numbers, solving problems and practising patience. She encourages independence by involving children in decisions such as choosing new resources. This builds their confidence and motivates them to engage with their learning. Her thoughtful planning helps children develop the resilience and curiosity they need to succeed in environments such as pre-school or school.
- The childminder reflects on her teaching methods to ensure they meet each child's needs. She builds on children's knowledge and introduces new challenges to keep learning engaging. For example, she adjusts activities to match different developmental stages and incorporates children's interests to maintain their focus. She uses questioning techniques to encourage children to reflect on previous learning, for example discussing the healthy ingredients they used when making smoothies. This approach helps children deepen their understanding and reinforces their learning.

- The childminder provides opportunities for purposeful play, encouraging children to enjoy imaginative activities that support their overall development. Through role play, including pretending to shop and creating lists of items, such as 'flour for cookies' and 'Christmas lights', children develop creativity and language skills. The childminder complements these imaginative experiences with physical activities, such as pushing trolleys and practising writing, to strengthen coordination and fine motor skills. These activities help children solve problems and prepare for everyday tasks. Parents praise the childminder for offering such a wide range of opportunities.
- Children enjoy hands-on, outdoor experiences that expand their understanding of the world. They learn about the changing seasons by discussing planting vegetables and flowers and playing with fallen leaves. These experiences encourage children to ask questions, such as 'Why do flowers die?' Children's curiosity deepens as they connect their learning to real-life situations. On walks in the local community, they talk about what they can see. The childminder uses these experiences to teach children about numbers by counting cars and comparing sizes.
- The childminder regularly updates parents and works closely with other settings, such as pre-schools, to ensure consistent support for children. She provides parents with practical advice, such as potty training strategies, helping to create a seamless experience for children across different environments. This effective communication builds trust and ensures children feel secure and supported as they develop.
- Overall, the childminder supports children's communication development well. She engages them in meaningful conversations, sings songs and plans listening activities. These interactions help children build their communication and language skills. The childminder also works with parents, encouraging them to read with their children at home. However, during adult-led activities, younger children do not always have the opportunity to hear single words clearly in order to better support their emerging vocabulary.

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:

- focus more precisely on supporting younger children's emerging communication and language skills.

Setting details

Unique reference number	EY443456
Local authority	Cambridgeshire
Inspection number	10367447
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 February 2019

Information about this early years setting

The childminder registered in 2012 and lives in Upper Cambourne, Cambridgeshire. She operates from 7am to 6pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder provides funded early years education for children over the age of nine months.

Information about this inspection

Inspector
Jody Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the 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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