

Childminder report

Inspection date:

15 May 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this dedicated and experienced childminder who demonstrates a strong understanding of the stages of development of the children attending. The childminder uses this knowledge and her robust understanding of how children learn to implement a well-considered curriculum that has high expectations for all.

Children spend most of their days in an outdoor learning environment, participating in exciting and engaging activities. They develop strong listening and turn-taking skills as they take part in games such as relay races and 'Simon Says'. Children squeal with delight, shouting 'Yeah! Come on team', naturally encouraging each other and praising everyone's efforts. Children learn to move their bodies with control and negotiate successfully around each other. The childminder reminds children of the importance of drinking to remain hydrated after physical activity.

Children are developing a love of books and spend time in a cosy tent 'reading' to themselves. Listening to 'The Very Hungry Caterpillar', children anticipate what comes next and remember the sequence of the story. The childminder skilfully weaves in opportunities to support children's early mathematical development. Children take turns to count the fruit the caterpillar eats and to consider the shapes of the other foods. They recognise that the lollipop looks like a circle, the watermelon like a triangle, and that a sausage is similar to a cylinder.

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

- Children are developing robust problem-solving skills and a love of learning. The childminder supports children to remember past learning or activities and to think about why something is happening during their play. For example, playing with sand and small bricks, children remember how they made the sand wet on a previous day, helping to stick the bricks together.
- Children's behaviour is exemplary. They look after resources, helping to tidy them up so that items do not get lost or broken. Children take turns with ease and can share resources with minimal support from the childminder. When children find sharing a challenge, they know to find the childminder, who sensitively and calmly helps them find a solution.
- The childminder is skilled at joining in with children's conversations as they play. She naturally introduces them to new vocabulary, such as 'reversing', 'cement', 'extinct' and 'dehydrated'. The childminder sensitively checks children's understanding to ensure they know what new words mean.
- Children are developing strong knowledge about nature. They can identify birds, including robins, blue tits and blackbirds, through their colourings and markings. Children know to remain still and quiet so they do not scare away birds they are

watching. Children understand that spiders make webs to catch flies to eat. When looking at snails, children remember how the snails ate the courgettes the childminder grew last year.

- Children take part in a range of regular activities away from the childminder's home that further enhance the curriculum and extend their learning. They make shopping lists and head to the local shop to purchase items for mealtimes. They borrow books from the local library and take part in singing sessions. Visits to local parks help children develop the larger muscles in their bodies.
- Children are developing robust, age-appropriate independence. They can successfully put on their shoes and coats and are learning to manage zips. Children talk about the importance of wearing hats and using sun cream on warm days. They understand the need to wash their hands with soap after handling bugs, digging in soil, or before mealtimes.
- The childminder prioritises her continual professional development and keeps abreast of good practice. She regularly attends training and briefing sessions and reads professional publications. The childminder is proactive in implementing her new learning to enhance her provision.
- Parents are extremely positive about the childminder, describing her as 'very experienced and knowledgeable'. They explain how the childminder genuinely cares about the well-being and progress of their children. Parents feel well informed about the learning their children take part in and describe how they carry on activities at home. Parents contribute to the life of the setting. They share photos from holidays, bring in celebratory foods, or visit the setting to talk about their jobs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY458413
Local authority	Cambridgeshire
Inspection number	10388702
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	3 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Cottenham, Cambridgeshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded childcare for children aged from nine months.

Information about this inspection

Inspector
Julia Sudbury

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable. The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials and face-to-face discussions.
- The childminder provided the inspector with a sample of key documentation, including attendance records, accident forms and her paediatric first-aid certificate.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

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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