

Childminder report

Inspection date: 13 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 provides children with a calm and child-focused environment in her home. Children move around safely and confidently as they choose what they want to play with. The childminder is aware of what the children need to learn next and makes sure that children can easily access resources to help with developing those needs. The childminder notices when children might need extra support for specific aspects of their development and prioritises these aspects when planning for individual children's learning.

The childminder has simple rules and boundaries in place. Older children know what these are, and they are reminded about them if they are struggling to regulate their actions and feelings. Younger children are developing an understanding, and they proudly tell the childminder that they are 'being good'. Children learn good manners from the childminder. They learn about sharing and taking turns. The childminder takes every opportunity to help children to wait patiently and to understand that other people get upset when things are taken from them.

The childminder carefully supports children to be active and to develop confidence, especially in their physical skills. She provides equipment so that children develop skills such as balancing. She supports children to use their bodies in different ways, for example climbing and using small equipment. Children have regular praise from the childminder for their achievements to boost their confidence and self-esteem.

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

- The childminder has a strong understanding of how young children learn. She has a clear vision of what she wants children to know and be able to do when they leave her care for school. She uses her knowledge of child development to provide the children she cares for with interesting experiences to help them to make progress towards their individual learning goals.
- The childminder is keen to develop children's social skills. She is a strong role model for the children. She treats the children with kindness and respect. She asks children to perform tasks, such as tidying up ready for a mealtime or a change of activity. When children respond positively, they are praised, which encourages others to join in.
- Children can play well together given the wide age range of those who attend during the school holiday periods. There are times when the older, more vocal children command the attention of the childminder. This is sometimes to the detriment of the younger children, who happily play alone, but, at times, do not receive the attention they may need to extend their play.
- The childminder strives to develop children's physical ability so that they have

the underpinning skills she wants them to have when they start school. She makes good use of her garden and local parks, for example, to develop children's ability to run and stop with control, climb with confidence and know how to do this safely. The childminder knows how to develop children's dexterity to support them to manage dressing themselves and using tools, such as scissors and pencils. She creates games that require children to use tweezers to grasp things, such as feathers and pom-poms.

- The childminder teaches children basic road safety when they are on outings together. The childminder uses a step-by-step process. She monitors children's progress and understanding before moving them to the next step. The childminder relies on her supervision and children's understanding about how to be safe in other aspects of her setting, for example regarding the safety of plants in her garden, especially ones that bear colourful berries. Children demonstrate some understanding that they should not touch the berries. However, the childminder has not considered children's curiosity and the possibility they may be tempted to taste a berry if she is momentarily distracted.
- Children are talkative, and they enjoy sharing their ideas and thoughts with the childminder. The childminder uses well-constructed sentences and explains instructions simply and clearly to the children, giving them a strong foundation to model their communication and language on. If children struggle with their speech, for example, they may not use initial sounds of words, the childminder makes sure that she makes that a focus for how she speaks to them. Should a child not make progress in an area of their development, she understands how to access additional support for the child.

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:

- take account of the impact of older children, when they are present, on meeting the needs of the younger children
- research the garden plants, particularly those which bear berries, and make sure they are not harmful.

Setting details

Unique reference number	257074
Local authority	Peterborough
Inspection number	10399486
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 1999 and lives in Peterborough. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a level 3 qualification. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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