

# Childminder report

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Inspection date: 17 May 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder warmly welcomes children into her home, as they arrive happy and enthusiastic for the day ahead. They spontaneously go to the childminder for a cuddle, demonstrating a close and caring relationship. The childminder arranges the environment to encourage children to be independent. They instinctively know where to find and choose resources they want to play with.

The childminder inspires children's love for nature. They bring in wildflowers and ask the childminder to research them, curious to identify what they are. She uses what she observes and knows about children to ignite their learning. For instance, children are fascinated with insects and animals. The childminder applies new words such as 'nocturnal' to expand their vocabulary. Furthermore, she teaches children about life cycles and introduces them to tadpoles and caterpillars. Children use books and resources to complement this experience to help them understand the sequencing of the different life stages. As a result, children's knowledge of the world around them is remarkably good.

The childminder regularly praises children for their efforts and provides them with reassurance. She supports children to manage their emotions and play together cooperatively.

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

- The curriculum is built around children's individual needs. The childminder uses planned and spontaneous opportunities to help children obtain the skills they need to meet their next steps in learning. The childminder regularly assesses children's achievements every six months to ensure that any gaps in their development are identified and swiftly targeted.
- Children learn about a healthy lifestyle and where food comes from. For example, they grow tomatoes and cherries in the childminder's garden. Children are developing their independence, as they help the childminder to prepare healthy snacks. They use a variety of utensils to cut up a range of fruit. This helps to build the small muscles in their hands and improve their hand-eye coordination.
- The childminder regularly takes children on outings to the park where they practise their physical skills and strengthen their bodies. Furthermore, children enjoy visits to the 'community gardens' to enable them to interact within their community and seek advice on how to take care of their growing fruit and vegetable plants.
- Children confidently count as they play, demonstrating their strong knowledge of numbers. They make potions in the mud kitchen and explore mathematical concepts, such as weight, capacity and volume, as they tip and pour water into

a variety of different-sized containers.

- The childminder provides children with a wide range of materials for them to be creative with. She encourages children to practise their early writing skills through making marks in the garden with water and paintbrushes. She plays alongside them and commentates on their play.
- The childminder strengthens her knowledge and understanding of how to support children's learning. For example, she attends regular online training sessions and works well with other professionals, such as the local authority, to continually improve her practice and provision. Consequently, children make good progress in their education.
- Overall, children are kind to each other and are learning to share and take turns. Occasionally, when disputes arise the childminder helps children to resolve any conflict swiftly. She is a positive role model. The childminder reminds children of the rules during mealtimes and the importance of sitting at the table while eating. This helps to keep children safe.
- The childminder works well in partnership with parents. She seeks plenty of information from parents when children start at the setting to ensure that she has a good picture of where children are in their learning. However, the childminder is less proactive in seeking information about children's learning experiences in some of the other settings that children attend. Therefore, she cannot be sure that her provision complements the experiences children have elsewhere.

## Safeguarding

The arrangements for safeguarding are effective.

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:**

- work proactively in partnership with all other settings that children attend to foster a greater two-way communication to ensure that children's learning experiences complement those they receive elsewhere.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 404216                                                                            |
| <b>Local authority</b>                             | Peterborough                                                                      |
| <b>Inspection number</b>                           | 10335031                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 1 June 2018                                                                       |

## Information about this early years setting

The childminder registered in 2001 and lives in Peterborough, Cambridgeshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Walker

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector carried out a learning walk with the childminder. The childminder told the inspector what she wants the children to learn and how she will do this.
- The inspector and the childminder carried out a joint observation of an activity.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.
- The inspector assessed the impact of the quality of interactions and the learning opportunities that she provides children.
- Parents shared their views of the setting with the inspector.

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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