

# Childminder report

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Inspection date: 24 February 2025

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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> |
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|                           |             |
|---------------------------|-------------|
| 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

Children are excited and happy at this home-from-home setting. The childminder focuses her teaching on preparing children for school. She sequences learning from a young age to help children gain all the skills they need to be confident and independent learners. Children enjoy visiting a range of places in the local community. They benefit from regular visits to play groups where they meet new people and make new friends. This supports children's personal and social development. The childminder also provides regular visits to the library, where children choose a book to take home and join in with singing and reading events to support their language development.

Children enjoy the company of their peers. The childminder teaches children important social skills and this enables them to interact well with others. They share resources, talk kindly to each other and older children help their younger peers and include them in their play. Overall, children demonstrate kind and friendly behaviours towards each other. Furthermore, children learn to listen and follow instructions. They tolerate changes in routines well and understand the childminder's expectations.

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

- The childminder prioritises children's speech and language development. She uses opportunities to read and sing with children, as well as engaging in two-way conversations throughout children's play. Children demonstrate their clear speaking skills when talking to their peers and the childminder supports children to learn new words by repeating words and phrases clearly for children to hear. Consequently, children become confident talkers from an early age.
- Children demonstrate their exceptional independence as they get ready to go outdoors. They find their own belongings and get themselves dressed. Younger children are supported by the childminder and are encouraged to 'have a go'. Furthermore, children access their own drinks and make their own lunches, learning to use cutlery. Children develop confidence in their own skills.
- The childminder provides a range of mark-making opportunities where children practice their early writing skills. Young children are taught how to hold a pencil and older children are introduced to phonics. They demonstrate excellent writing skills as they write the letters to their name with ease. Children enjoy these fun activities and develop a love of learning. They ask for challenges, such as writing other names and words, and the childminder extends their learning by introducing phonic sounds and new letters.
- Children's physical development is well supported. The childminder provides opportunities for children to practice their gross and fine motor skills. Children enjoy threading pipe cleaners and using different mark making and craft tools,

developing their hand-eye coordination. They ride the push along cars, climb the steps in the garden and use a range of tools and containers in the mud kitchen. Children develop their spatial awareness, core strength and fine motor movements.

- The childminder provides a range of resources both indoors and outdoors. Children enjoy exploring and make independent choices about their play and learning. However, the childminder does not always plan and organise activities to ensure children remain engaged during their play. For example, when the childminder must leave an activity for a short period of time, children become distracted and struggle to continue.
- The childminder develops good working relationships with parents and other professionals. She gathers information from parents during settling-in sessions and this helps her to provide well-tailored care and support for children from their very first day. She provides regular feedback for parents and make suggestions that support children's home learning opportunities. Furthermore, she establishes strong partnership working with local schools. This enables her to support children through the transition process when they leave the setting.
- The childminder attends a vast range of training opportunities to keep her skills and knowledge up to date and relevant. She ensures the training she attends is relevant for children attending the setting. This helps her to provide a high standard of care and education for all children.

## 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:**

- review the planning and organisation of activities to further support opportunities for children to sustain high levels of engagement and concentration during play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY239861                                                                          |
| <b>Local authority</b>                             | Peterborough                                                                      |
| <b>Inspection number</b>                           | 10368660                                                                          |
| <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> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 29 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 2002 and lives in Peterborough. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides government funded early education for all eligible children.

## Information about this inspection

### Inspector

Vikki Reynolds

### Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.

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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