

Childminder report

Inspection date: 18 September 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 are happy and settled in the childminder's warm and inviting setting. The children greet each other as they enter the separate nursery room at the beginning of the session. The childminder has high behavioural expectations for children. Children behave well and understand these. The childminder quickly and calmly responds to children if they display unwanted behaviour while they play. For example, when a tower is knocked over the children regulate their frustration and the childminder then supports the children to rebuild their tower, taking turns replacing the blocks on top of each other. Communication between the childminder and parents is consistent. The childminder sends daily messages, completes a diary and chats during drop off and pick up times, keeping the parents informed about their children's time at the setting.

The childminder ensures that children are highly engaged. They demonstrate perseverance and enjoyment during their play. For example, when they are manipulating the play dough to make a variety of objects, the children chatter to each other as they play, describing what they are making. The outdoor environment is a large, safe and interesting space for children to investigate, with a wide variety of age-appropriate play equipment freely accessible.

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

- The childminder has a clear idea of what she wants children to learn before they start school. She carefully maps out children's next steps and supports them to make progress in their learning through planned activities and thoughtful interactions. The childminder tracks individual children's progress each term.
- The children are aware of the boundaries within the setting, this supports them in feeling safe and secure, while also forming a positive relationship with the childminder and among their peer group. The children happily play alongside each other sharing resources, celebrating and commiserating at appropriate times, which in turn promotes sharing and an abundance of discussions.
- The children's emotional regulation is well supported; they can talk about emotions with understanding, starting their day with a circle time discussion asking how they are all feeling and if they have slept well.
- The childminder uses a rich vocabulary with the children and they enjoy singing nursery rhymes. While the children are building towers, the childminder and children join in singing 'London bridge is falling down', squealing and laughing as the tower falls down.
- Since the last inspection, the childminder has attended a variety of courses, which have strengthened existing knowledge and further enhanced the quality of teaching. The childminder is currently studying to complete an early years qualification.

- The childminder focuses on supporting children's personal skills and independence. The children independently take off and put on their shoes, and wash their hands, needing little support from the childminder. All children's attempts are praised, and the children respond positively to this praise.
- The children take part in several adult-led activities daily, such as greeting time, emotion discussions, snack time, and an adult-led play dough activity. Although these activities keep the children focused and involved, they require the children to sit for long periods. This limits their chances to move and be active. As a result, children have fewer opportunities to support their gross motor development, which is an important part of early development.
- The childminder develops exceedingly strong partnerships with parents, she provides regular updates about children's development through daily face-to face discussions and electronic communication. Parents speak very highly about the childminder and how she is caring and kind, and that they feel she provides a nurturing and safe environment within which their children thrive.
- The childminder takes children on regular trips to places, such as the local library, soft-play areas, zoo and farm. This helps children to socialise with children of a similar age in larger groups on a frequent basis.
- The childminder evaluates her provision well. She seeks regular written feedback from parents and reflects on this information when adapting the service she provides.

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:

- provide children with regular opportunities to develop their physical skills, both indoors and outdoors.

Setting details

Unique reference number	EY547479
Local authority	Peterborough
Inspection number	10399347
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	2 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2017 and lives in Peterborough. She operates all year round from 7am to 6.30pm, Monday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Goldsmith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable, along with the aims and rationale for her early years curriculum.
- 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 and the inspector carried out a joint observation together.
- Parents shared their written 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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