

Childminder report

Inspection date: 11 February 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 warmly welcomed into the setting by the attentive, kind and experienced childminder. They are encouraged to look after one another and greet each other with hugs and cuddles. Children demonstrate that they feel confident and secure. The childminder ensures they know where to find their favourite toys and encourages them to explore. The youngest children observe and copy the older children at play. They learn to use their physical skills as the childminder encourages them to scoop oats using spoons. Children develop manipulative skills as they fill different-sized containers for the 'Three Bears'. The childminder encourages children to observe what happens when they overfill their bowls. This ignites children's curiosity as they listen, watch and test out different filling techniques.

Children develop strong communication and language skills. The childminder sings with children daily and teaches them new songs and action rhymes. Children confidently recall and join in a bank of their favourites. They develop large-muscle skills as they jump up and down and wave with excitement as they join in actions to songs about buses and scarecrows. The childminder knows the children individually. She expertly uses children's interests to develop a curriculum that builds on what children need to learn next. Children are keen and motivated learners. They actively take part in the wide range of activities that the childminder plans for them.

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

- The childminder has a clear intent for what she wants children to learn. Children learn the importance of brushing their teeth. The childminder demonstrates the brushing technique in a fun way to help children remember what they need to do. She introduces a range of new words to develop children's vocabulary during this activity. Children confidently use new words, such as 'sparkly' and 'shiny', as they remove pretend dirt from model teeth.
- Overall, the childminder promotes children's love of books. She ensures children access a wide range of books and develop a love of reading from a young age. The childminder reads stories to children as part of planned group activities. However, group story times are not always planned to support children's interests and abilities. Therefore, some children lose interest and struggle to maintain their engagement.
- The curriculum is carefully planned to develop children's confidence and social skills. The childminder encourages children to take turns and share toys with their friends. She plans opportunities for children to play with new children during group sessions held in the local community. As a result of these activities, children form positive relationships with each other and play together well.

- The childminder supports children's early mathematical knowledge. Children learn about different sizes as they order chairs for Goldilocks to sit on from largest to smallest. The childminder helps them learn about shapes as they compare sheets while pretending to make beds for the 'Three Bears'. Children learn that when you half a square sheet, it can make a rectangle or a triangle. As a result of this teaching, children develop strong early mathematical skills and knowledge, ready for the next stage of their education.
- When children start, the childminder finds out what they know and can do by observing them and talking with their parents. She uses this information to plan children's next steps from their starting points. The childminder supports younger children to develop their physical skills, such as walking and jumping independently. As a result of this targeted support, children make strong progress.
- Overall, the childminder helps children develop the skills they need in readiness for starting school. She teaches children to go to the toilet independently and wash their hands. Children learn to recognise their names and how to hold a pencil with the correct grip during mark-making activities. However, at times, the childminder does things for children that they could learn to do for themselves, such as getting their things ready for mealtimes.
- The childminder provides parents with support and advice, such as helping children with toileting and sleeping. Parents report that they are happy with their children's progress. The childminder shares information, including the learning she is focusing on and how parents can help children at home.

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:

- strengthen the planning of group activities to capture the interests of all children so they are able to benefit from the activity on offer
- support children to develop their independence skills by providing further opportunities for children to do things for themselves.

Setting details

Unique reference number	208561
Local authority	Lincolnshire
Inspection number	10368589
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 1992 and lives in Boston, Lincolnshire. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Helen Lakey

Inspection activities

- The inspector viewed the childminder's home and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- The childminder spoke to the inspector about children's learning and development with a particular focus on the prime areas of learning.
- The inspector looked at relevant documentation and reviewed evidence provided by the childminder.
- The inspector took into account parents' written and verbal views during 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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