

Childminder report

Inspection date: 10 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 greeted by the caring childminder. They choose which toys they would like to play with and settle quickly. The childminder supports children to become familiar with the routines. She reassures them by explaining what is happening next. When children struggle with managing their emotions, they receive comfort right away. Children then happily return to their play.

Children eagerly take part in activities that support and strengthen their small-muscle skills. They use their hands to pull, press and poke play dough. Children use their fingers to sprinkle rice and watch intently as it falls onto the dough. The childminder introduces different tools and shows children how to use them. Children concentrate as they use the rolling pin to flatten the play dough. They persevere as they practise using the biscuit cutters, learning how to apply the right amount of pressure to cut out a shape.

Children understand the childminder's expectations for behaviour. The childminder is a positive role model. She praises children when they use good manners. Children are kind and caring towards each other. Younger children smile when older children include them in activities. The childminder encourages children to share resources. Together, they count how many sensory bottles they have each. The childminder explains that they all have the same amount, which is fair.

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

- Children have the opportunity for lots of outdoor physical exercise. The childminder helps children's physical development by organising various outdoor activities. She plans regular walks in the local community and to the park. Children have access to a garden at the childminder's home. The childminder gives clear messages to the children that exercise is an important part of their physical health and well-being.
- The childminder arranges for children to attend a weekly playgroup. Children learn to play together. They develop skills like sharing, cooperating and respecting others. Children grow in confidence and build important social skills.
- Partnerships with parents are positive. Parents share how happy they are with the quality of care. Parents are provided with information about children's care, learning and development. They enjoy watching videos and looking at photos of their children engaged in activities from the childminder. In turn, parents send the childminder updates on what their child has been doing at home. The childminder uses this information to plan activities around children's personal experiences. This helps children engage in learning, as activities and resources reflect their interests.
- The childminder has a clear vision for her curriculum. She plans fun and exciting

activities that help children learn skills and gain knowledge for future success. The childminder observes children as they play. She identifies what they know and what they need to learn next. However, on occasion, she does not use this information well enough to plan activities that challenge all children. The childminder is not always consistent in helping children gain the skills and knowledge required for their next learning stage.

- The childminder teaches children the importance of personal hygiene. She reminds children to wash their hands before meals. Children are confident in the routine. With encouragement from the childminder, children wash and dry their hands independently. The childminder praises the children for doing it by themselves. This strengthens children's self-care skills.
- Children develop good communication and language skills. They engage in conversation with the childminder as she joins in their play. The childminder models the correct pronunciation of words. She asks children about the colour of the marks that they have drawn. Children articulate what they know and name the different colours with confidence. The childminder uses gestures to support communication with younger children. This helps all children understand language better and improve their communication skills.
- The childminder uses feedback from parents to evaluate the quality of her provision. She reflects on her practice to identify further training needed to support children. She demonstrates how she keeps her knowledge and skills current. For example, she has recently completed safeguarding training.

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 activities to consistently support and challenge all children to reach their full potential.

Setting details

Unique reference number	208780
Local authority	Lincolnshire
Inspection number	10372653
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	0 to 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 1999 and lives in Lincoln. She operates all year round, from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant on an occasional basis. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Cheryl Cooper

Inspection activities

- The childminder and inspector carried out a learning walk of the provision and discussed the early year's curriculum.
- The inspector communicated with the children throughout the inspection.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- The childminder and inspector completed a joint observation of an adult-led activity.
- The inspector read emails from parents and took account of their views.
- The inspector spoke to the childminder and childminding assistant throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.

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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