

Childminder report

Inspection date: 2 April 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 learn about how they can keep themselves safe. For example, the childminder talks to all children about road safety when she walks with them in the street. When children move from indoors to outdoors, they say, 'We have to be careful, don't we.' Children are supported to understand the possible consequences of their behaviour. For example, when children flick sand into the air, the childminder talks to them about not doing this because it might hurt if it goes into their eyes. The childminder gives children gentle reminders to be polite. For instance, at snack time, she reminds children to say 'please' and 'thank you' when they ask for and receive food.

Younger and older children are confident to move around the childminder's home. They select toys and resources to promote their interests. Children show great imaginations. For example, when they ride on toys in the garden, children pretend they are emergency services. When the childminder offers them a pretend hose, children use this to imagine putting out a fire. When the childminder pretends to have a poorly knee, children say that they need to take her to the hospital. The childminder asks children different questions to encourage their thinking skills and to help build on their play experiences.

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

- The childminder supports children to play cooperatively, share and take turns. One example of this is when the childminder praises children for working together to build and construct using different shapes. Children take it in turns to stack shapes.
- The childminder observes and assesses children's learning. This helps her to identify what children need to learn next. This includes supporting younger children's language skills. For example, the childminder talks to children when she plays alongside them. If children say words or phrases incorrectly, the childminder repeats these, helping children to hear the correct pronunciation.
- The childminder encourages children to complete tasks on their own. Children put on their shoes and outdoor clothing. They use knives safely to cut up food at snack time. When older children manage to do this on their own, they say, 'I did it', showing pride in their achievements.
- Overall, the childminder supports children to develop their maths skills well. Children learn language to describe size, such as when they choose sticks. However, sometimes, the childminder does not help children to build on their knowledge of different shapes when they use shapes in their play.
- Parents receive information from the childminder to keep them informed about their children's day. The childminder encourages parents to continue their children's learning at home, such as to read stories to their children, to help

promote their language and literacy skills. This contributes to the childminder and parents working together to support children's development.

- The childminder encourages children to develop a sense of responsibility for caring for the environment. Children help her to tidy away toys; they carry their plates to the kitchen after snack time. Children learn about recycling and place fruit peelings and plastic packaging into the relevant recycling bins in the childminder's kitchen.
- Children learn how healthy food grows. For example, they help the childminder to plant and grow potatoes and carrots in her garden. Children explain that plants need water and sunlight to grow. The childminder helps children to develop their knowledge of how healthy eating can help them to grow and think.
- The childminder has made some connections with other early years settings that children also attend. For instance, she shares information with them about how to settle children. However, the childminder does not share or gather information about what children already know and can do with staff to help her provide consistency in supporting children's learning.
- The childminder builds on her professional development. For instance, she attends webinars to help develop her knowledge of how to support children's development. This includes providing children with experiences to make connections and embed their learning. For instance, after she reads stories to children, she plans activities that reflect what has happened in the book.

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:

- build on children's understanding of shapes
- strengthen partnerships with other years settings that children also attend to help provide consistency in children's learning.

Setting details

Unique reference number	208954
Local authority	Lincolnshire
Inspection number	10388227
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 2000 and lives in Welton, Lincolnshire. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of their views.

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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