

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 benefit from the positive relationships the childminder builds with them. She takes the time to get to know each child individually. This supports children to feel confident and comfortable in the childminder's care. Children listen to and follow the clear instructions they receive from the childminder. This helps children to learn routines and how to look after their belongings. For example, when children arrive, they know to take their shoes off and hang their coats and bags up.

Children develop social skills and build friendships. The childminder encourages children to work together to find footwear for the dolls. Children take it in turns to take the dolls' shoes on and off. The childminder extends this further, encouraging children to share their thoughts and ideas. She reminds children to listen to each other's views, and to recognise that they can be different. Children pause to listen to their friends. They begin to understand that they can have different likes and dislikes to others.

Children of all ages learn how to stay safe when crossing the road. The childminder supports children to understand how to check it is safe. For example, she shows children how to look and listen before they cross. Children show their understanding. They point to oncoming vehicles and tell the childminder when the road is clear and safe to cross.

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

- The childminder develops strong partnerships with parents. She provides detailed information about children's time in her care. Parents are well informed and involved in their children's learning. The childminder works closely with parents to support children's individual needs and to help them settle. For example, the childminder gathers and uses words in children's home languages. This helps all children to understand the daily routines and what is expected of them. Parents add that this has also helped to develop their children's independence.
- The childminder understands child development. She observes children as they play and gathers information from parents to identify what children already know and can do. The childminder knows how to plan activities that take into account children's next steps in learning. However, she does not always use what she knows well enough to provide consistently ambitious activities. Therefore, some activities limit children from learning beyond what they already know.
- The childminder encourages children to manage their own personal needs. She gives children time to attempt to put on items of clothing by themselves. Older children independently put their coats on. The childminder offers support to

younger children when needed. She shows them how to put their arms in one at a time and to do up the zip. The childminder notices when children need the toilet and encourages them to go by themselves. She supports children to understand how to keep themselves healthy. For example, the childminder reminds children to wash their hands, to remove the germs.

- The childminder promotes children's communication and language skills well. She asks children questions and uses what she knows about children to start conversations and prompt their ideas. Children think and recall visits to the swimming pool with their parents. As children respond, the childminder identifies words that they mispronounce. She repeats the words back to children and emphasises the beginning sound. Children learn how to pronounce words correctly and improve their vocabulary.
- The childminder plans activities and experiences to support children's physical skills. She encourages children to move their bodies in different ways to support their coordination and build strength in their larger muscles. During trips to the park, the childminder explains to children where they can put their hands and feet to climb to the top of large play equipment. Indoors, children thread beads onto elastic to make bracelets. The childminder shows children how to hold scissors correctly to cut the elastic to size.
- The childminder skilfully threads mathematical concepts into children's imaginative play. While children pretend to be shop assistants, the childminder encourages them to count how many items they have. Children begin to understand numbers and quantity as they compare who has more. The childminder provides children with a calculator, and shows them how to use it. Children learn to press numbers, to add up the total number of items.

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 children to learn beyond what they already know and can do.

Setting details

Unique reference number	209022
Local authority	Lincolnshire
Inspection number	10368141
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	11 March 2019

Information about this early years setting

The childminder registered in 1993 and lives in Waddington, Lincolnshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged nine months to four years old.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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