

Childminder report

Inspection date: 11 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 have strong relationships with the childminder, which helps them to feel comfortable and secure to learn. Children develop a sense of pride. For example, the childminder displays children's creations on the wall when they finish. This helps to enhance children's self-esteem. Children's views are valued. They are given choices of where and how they would like to learn. For example, when children choose to visit a local field, the childminder skilfully introduces mathematics as they play. She asks children to count how many tractors they can see. Children engage well and confidently demonstrate their understanding. They revisit this skill and begin to count how many sticks they find. Children show positive attitudes to learning.

Children learn about foods that keep them healthy. The childminder offers a range of healthy snacks and talks to children about snacks that should be eaten in moderation. The childminder enthuses about foods, introducing words such as 'delicious' and 'crunchy', which prompts children to try new healthy foods.

Children gain the skills they need to become independent. The childminder encourages children to have a go at putting their own shoes on and supports them when needed, reminding them of which shoe goes on which foot. The childminder provides children with knowledge to help to keep themselves safe. For example, she explains they may get splinters if they run their hands along the fence. Children listen, adapt their behaviour and decide to point at flowers instead. The childminder praises their choice, which supports them to understand what is expected of their behaviour.

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

- Children are immersed in learning. The childminder holds a strong understanding of how children learn and makes the most of every experience children engage with. For example, when children jump in puddles, the childminder shows them the footprints they make as they walk. She uses this observation to introduce children to mathematical language as she compares the size of her footprint to theirs. Children build firm foundations to support their future learning.
- The childminder encourages children to develop a love of books. She provides comfy spaces for them to all read together. The childminder positions herself so children can be involved in the book. She asks questions throughout reading to engage children and encourage them to share their ideas further. Children point to pictures and share their knowledge and interpretation. If children misinterpret information, the childminder is quick to correct this in a sensitive way to support children's accurate knowledge development.
- The childminder supports children to gain skills for early writing. She uses

different experiences to encourage children to make marks and further their hand-eye coordination. For example, the childminder shows children how to use sticks to draw in soil. Children show interest in this and find different-sized sticks to copy and make different-sized marks. Additionally, children have access to a range of materials to create pictures. The childminder describes how to use tools, such as scissors. Children listen and coordinate their finger and hand movements to snip the edge of their paper.

- The childminder supports children to learn about the world around them. For example, children notice conkers on the floor. She uses her interactions to develop children's understanding of where conkers come from and to notice the differences between each conker they find. Children use this new knowledge quickly and point to the tops of trees to tell visitors where their conker fell from.
- The childminder develops children's language well. She frequently encourages children to engage in conversations. When she notices children are unsure of the correct words to describe objects, she quickly addresses this gap by introducing new vocabulary. Children pick up language quickly and use it in context. For example, they show their friends their 'spiky' shell. This shows children's confidence in their increasing communication skills.
- Children develop close and nurturing bonds with the childminder. They are happy and excited to tell visitors that they love attending the childminder's home. When asked by visitors, children say their favourite part about attending is being with the childminder.
- Overall, children behave well. On occasions when children try to take toys from one another, the childminder responds well and tries to re-engage children in another activity. However, the childminder does not fully support children to understand their impact on others and how this could make them feel. Therefore, sometimes, children repeat these unwanted behaviours.

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 support for children's personal development, to develop their understanding of the impact their actions can have on others and how this could make others feel.

Setting details

Unique reference number	209090
Local authority	Lincolnshire
Inspection number	10398897
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2000 and lives in Ruskington, Sleaford. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded early education for children.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision during a learning walk.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their 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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