

Childminder report

Inspection date: 15 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 very well cared for by the kind and attentive childminder. They spend time in the local community. The childminder uses these experiences to help children to develop their confidence and social skills, such as when they meet regularly with their friends. Children benefit from the positive relationships they have at the childminder's house. They have access to a wide range of toys and activities, which sparks their imaginations. The childminder models play effectively, supporting less-confident children to develop new skills quickly.

The childminder supports children to learn new words through books and activities. For example, children learn that a badger's home is a 'sett' and a fox's tail is a 'brush'. They recall the names of different dinosaurs and describe their features and characteristics. The childminder supports children to research the different dinosaurs so that they can use their new knowledge to compare them.

Children follow simple instructions to make the toast they have for snack. They independently wash their hands and get their plates by themselves. The childminder teaches children how to spread their own butter and jam on their toast. Children have lots of opportunities to develop their early mathematical skills through planned activities. The childminder helps children to describe the patterns on the plates and count the spots that they can see.

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

- The childminder fosters a love of books. She plans regular visits to the library and rhyme-time sessions to support children's communication and language development. At times, however, the level of story time is too advanced for younger children. As a result, they lose interest and do not benefit in the same way from this activity as older children.
- The childminder's interactions with children are generally positive. She engages with children in conversations during activities. For example, the childminder describes the ingredients needed when children make 'soup' outside. At times, however, the childminder does not provide consistent opportunities for children to share their thoughts and ideas. For instance, she asks questions in quick succession, without giving children enough time to think and respond.
- The childminder plans a wide range of activities to support children's fine and gross motor skills. For example, young children learn to cut the 'hair' when modelling with dough. The childminder demonstrates how to hold scissors correctly and snip carefully. Children practise this skill until they can complete it independently, making strong progress in this area of learning.
- The childminder ensures that children spend time outdoors. They collect pine cones and nuts falling from the trees, which they use later in their outdoor

kitchen. Children confidently ask to go outside. They enjoy regular walks, trips to the park and journeys on the bus. These experiences broaden children's knowledge and understanding of the world.

- The childminder has high expectations of children. Children follow the rules of the setting and behave well. Older children support younger ones, modelling routines such as preparing to leave the house. Children care for one another, sharing quiet moments together on the sofa. As a result, the children's behaviour in the provision is consistently good.
- The childminder supports vulnerable children well. She provides new and age-appropriate learning opportunities to extend their development. The childminder shares information effectively with other providers and agencies to ensure continuity of learning and care. As a result, vulnerable children make strong progress from their starting points in development.
- The childminder prepares children well for their move on to school. She takes them to visit their new school and meet their teachers. The childminder shares detailed information with school staff about children's abilities and interests. This supports positive transitions for children when they start school.
- The childminder builds exceptionally strong relationships with parents and carers. Parents describe the provision as a 'home from home'. They report that they feel well supported, particularly with areas such as toileting and developing independence. They highlight the positive impact the childminder has on their children's development and value the regular communication they receive.

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:

- consider the age range of children when planning story times to meet the needs of all children in the setting
- give children time to process and respond before giving further information or asking another question.

Setting details

Unique reference number	209288
Local authority	Lincolnshire
Inspection number	10398490
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	25 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in Market Deeping, Peterborough. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides government-funded childcare.

Information about this inspection

Inspector
Helen Lakey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- 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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