

Childminder report

Inspection date: 15 July 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. The childminder notices when children feel less confident around visitors and skilfully uses what she knows about their interests to engage them in activities. This helps children feel safe and secure, and builds their confidence quickly.

Children show they feel happy as they experience positive interactions with the childminder. For example, the childminder frequently speaks to children about their experiences and supports them to elaborate on their ideas. Children develop good thinking skills and giggle as they respond with humorous answers.

Children learn how to use resources safely and receive reminders from the childminder as needed, which supports children to behave well and quickly re-engage appropriately with resources. While playing imaginatively, children are encouraged to be curious. The childminder models asking questions, which supports children to do the same. For example, children ask what certain furniture is in the dolls' house. The childminder responds positively and extends children's knowledge by showing the same items in her home. Children use this new knowledge, along with resources, to set up toy people and a toy television.

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

- The childminder shows a good understanding of child development and what she wants children to learn from the resources she offers them. She has strong relationships with parents that support her to gather information about significant changes in children's lives, such as a house move or the arrival of a new sibling. The childminder uses this information to set up purposeful activities that develop children's knowledge and supports their emotional well-being during these times.
- The childminder enhances children's learning further when she takes them into the local community. For example, the childminder visits local shops with children, to introduce them to knowledge of where food comes from. She talks to children about the countries food originates from. This develops children's knowledge of the world.
- The childminder supports children to know what is expected of their behaviour. She shows children how to use resources and, if needed, reminds them of what she expects as they play. The childminder models manners and encourages children to use these, for example, when they need help. Children learn how to behave well, interact positively and for long periods of time with the activities on offer.
- The childminder supports children to develop their physical skills. She plans visits to the park, to enable children to build their larger muscles as they climb and

pull themselves up on play equipment. The childminder provides a range of resources to develop children's hand muscles. Children enjoy using pens and pencils to make marks, while improving their early writing skills.

- The childminder skilfully develops children's understanding of mathematics. She draws children's attention to numbers in books to show they have a purpose, such as the number on a bus. Additionally, as she counts with children, she holds her fingers up to represent quantities. This encourages children to look for numbers in their environment and to learn how to understand and count how many items they can see. For example, children independently select books, begin to count how many pictures there are and hold the correct number of fingers up to show this.
- Generally, the childminder supports children's communication well. For example, she speaks to children and responds to what they say, to help develop conversational skills. However, on occasions, the childminder repeats back what children say rather than using new vocabulary, to extend what children already know and can say.
- The childminder supports children to undertake positive hygiene routines, such as handwashing. She encourages children to eat healthy snacks from their packed lunches, such as fruit. However, the childminder does not fully support children to understand why these choices and routines are important, and the impact it has on their bodies.

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 communication with children further, to extend their vocabulary beyond what they already know and can say
- develop interactions further, to support children to understand why healthy choices and routines are important and the impact it has on their bodies.

Setting details

Unique reference number	260490
Local authority	Lincolnshire
Inspection number	10392119
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 August 2019

Information about this early years setting

The childminder registered in 1998 and lives in Lincoln. She operates all year round from 8.30am until 3pm on Tuesday, except for family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education for children aged between nine months and four years old.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- The inspector observed the childminder and children throughout the day.
- The childminder and the inspector held discussions at appropriate moments.
- The inspector sampled relevant documents 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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