

Childminder report

Inspection date: 5 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

If children are unsettled when they arrive, they are supported to feel safe and secure in the childminder's home. They receive cuddles, reassurance and distraction from the childminder, which helps to promote their emotional well-being. Children listen and follow the childminder's instructions. They take it in turns to wash their hands prior to eating. When children do this, the childminder sings a song to them about washing hands. This contributes to ensuring that children wash their hands thoroughly to help promote their good health.

Children show that they like being physically active. For instance, younger children throw balls in the air, showing their hand-eye coordination. To challenge their learning further, the childminder asks children to throw balls into a box, to promote accuracy when throwing. When children achieve this, they receive a 'high five' from the childminder to reward their achievements, helping to raise their self-esteem. Children hold onto the childminder's hand when they move across stepping stones to support their balance and safety. The childminder reminds children to bend their knees and jump at the end, helping them to develop the strength in their legs. When younger children attempt to stack cups on top of each other and struggle, the childminder says, 'I can see you are really trying' and offers suggestions. This encourages children to keep trying and show a positive attitude to learning.

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

- The childminder uses information from parents and her own observations to help identify what children need to learn next. This includes supporting children's communication and language skills. For example, the childminder sings songs with children. She introduces descriptive words for children to learn.
- The childminder supports children to be independent. Children make choices about what they want to eat at snack time. Younger children take off their hats and gloves when they arrive at the childminder's house. Older children learn how to put on their coats.
- Children have opportunities to learn how to care for the environment. For instance, the childminder takes older children to collect litter. Children go with the childminder to take food to a food bank. This helps children to learn about people in the community who need support.
- The childminder shares information with parents about their child's development, such as reports showing their progress and photos of daily activities. After taking children to libraries to choose books, the childminder encourages children to take these home for parents to read to them. This is to help provide a united approach to supporting children's learning and love of books.
- Children are excited to join activities the childminder plans for them. Younger children develop their senses when they feel the texture of water and cereal on

their hands. However, occasionally, the childminder does not provide all children with the same interactions to help them focus and engage in learning. This results in children moving away from activities and not fully benefiting from the learning offered.

- The childminder helps children to learn how to share. For example, she uses words to help children know when it is their turn to pull a tape measure.
- Children show an understanding of routines during the day. For instance, they fetch a changing mat for the childminder to use when she asks children if she can change their nappies. However, during some personal self-care routines, the childminder does not always provide privacy for children, such as when changing their nappies.
- The childminder builds on her professional development. For example, she attends webinars to keep her knowledge of childcare current. The childminder takes children to attend playgroups. These visits help to give her ideas of different activities to offer children, such as to introduce stories to sensory play.
- The childminder offers children nutritious snacks and drinks to help promote a healthy diet. She talks to children about how food can have a positive impact on their bodies. For example, the childminder reminds children to eat all their lunch to make them big and strong.

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:

- develop interactions with children during planned activities to encourage all children to focus and engage in learning
- provide children with privacy when carrying out all personal self-care routines.

Setting details

Unique reference number	260524
Local authority	Lincolnshire
Inspection number	10368237
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	13
Date of previous inspection	13 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.15am until 6pm, Monday to Thursday, and from 7.15am until 9am on Fridays, except for bank holidays and family holidays. She provides funded early education for children aged from nine months upwards. The childminder holds an appropriate level 3 qualification.

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 interacted 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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