

Childminder report

Inspection date: 7 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming space where children feel safe and secure. She builds strong bonds with each child, which enables her to provide care that meets their individual needs, for example sleep routines, hygiene and health and dietary arrangements. The childminder understands each child well and nurtures them through good nutrition and opportunities to play outside. This supports their health and well-being, which contributes to their overall development. The childminder plans activities based on the children's interests, making learning fun and engaging for them.

Children are happy and enjoy exploring a variety of toys and activities. They create their own play, with the childminder there to support them. For example, when children start jumping on a mattress, laughing as they bounce, the childminder steps in to keep them safe, while still allowing them to take risks. This helps to build their confidence and gives them a sense of achievement. The childminder also plans activities that meet each child's stage of development. For example, when playing with play dough, some children are helped to roll with rolling pins, while others confidently use cutters and shaping tools. This thoughtful approach helps each child learn and progress at their own pace.

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

- The childminder has high expectations of children's behaviour. She praises children's achievements and encourages them to persist and keep trying. For example, when a child finds it hard to balance on a scooter, the childminder supports them to keep trying and have another go. The childminder encourages children to play together and helps them to share toys fairly. When two children want the same toy, the childminder gently guides them, teaching them how to take turns and consider each other's feelings. This helps children to learn respect and kindness.
- The childminder understands what each child can do and what they need to learn next. She knows they love playing outside, so she gives them lots of chances to explore the garden with toys they enjoy. For example, one child loves playing with balls. The childminder notices they can kick a big ball but sometimes lose their balance. To help, she provides different sizes of balls so the child can practise and get better at balancing, kicking and building their strength.
- Partnerships with parents are good. The childminder works closely with parents to support each child's needs. Parents receive regular updates about their child's experiences and progress. For example, the childminder shares observations, assessments and daily updates on their children's development. She also provides information on how parents can continue supporting their child's

learning at home. This good partnership helps children learn and develop further.

- The childminder knows how important communication and language are and helps children develop these skills. For children who speak a different language at home, she uses both their home language and English. This helps them to feel confident, understand and learn English. During group activities, she adjusts how she speaks to match each child's communication needs. However, sometimes, she asks confident children lots of questions without giving them enough time to think and respond. This means they do not always get the chance to fully express themselves.
- The childminder understands the importance of keeping her knowledge and understanding of early years development up to date. She enrolls on training and engages with other professionals. This allows her to fully support the children in her care. The childminder uses a variety of documents that support her to pinpoint where children are developmentally and what they need to learn next. Children are supported to grow and learn new skills.
- The childminder supports children's independence throughout their daily activities. For example, children are encouraged to use spoons and forks during mealtimes. The children independently fetch their drinks when they are thirsty and are supported to put on their shoes and coats when going outside. This supports their confidence to complete tasks, which in turn builds their self-esteem.

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:

- allow children extra time to think and respond after they have been asked a question.

Setting details

Unique reference number	2693044
Local authority	Lincolnshire
Inspection number	10376601
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Grantham, Lincolnshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers places to children in receipt of government early years funding.

Information about this inspection

Inspector

Maggie Bellamy

Inspection activities

- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documents on request.
- The childminder spoke to the inspector about the children's learning and development and how she organised the provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector reviewed the information shared between the childminder and parents.

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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