

Childminder report

Inspection date: 5 June 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 safe and settled in the childminder's care. The childminder has secure and positive relationships with all children, including children with special educational needs and/or disabilities (SEND). She supports their individual needs effectively. For example, when children become unsettled, the childminder quickly takes steps to offer comfort and plays children's favourite songs. This results in children being comforted and reassured. The childminder is a positive role model and has clear boundaries and expectations for children's behaviour. She is calm and kind, which positively impacts on how children treat one another and the resources in the childminder's home. For example, children willingly take turns to play with toys with their friends, helping to develop meaningful friendships.

Children show a positive attitude to learning. They eagerly follow the childminder's instructions as they use magnifying glasses to search for spiders. Children giggle with excitement as they find and collect spiders. They take turns to count the spiders and compare the different sizes. Children remember previous learning from the childminder and describe spider's webs and recall that spiders love to eat flies. Children have opportunities to be physically active in the childminder's garden. This includes developing their physical skills as they climb steps to the slide. The childminder promotes children's knowledge of plants and how they grow. For instance, children help to create their own herb garden. They choose their own fruits and vegetables to grow and proudly talk about their strawberry plants.

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

- Information is gathered from parents about their children's needs, routines and interests when they first start. The childminder uses this information, for example, to provide toys that children like to help them settle and feel comfortable in her home.
- The childminder uses her observations and assessments of children to plan a curriculum that focuses on promoting children's interests and identifying what they need to learn next. However, when she plans activities for children, the childminder does not fully implement her intent of what she wants children to learn. Therefore, children are not able to make the best possible progress in their learning.
- Overall, children's communication and language skills are supported well. For instance, children hear words when the childminder reads them stories. Children sing songs with the childminder. However, the childminder does not fully support younger children to hear the correct pronunciation of all words they use to help build on their early speaking skills. For example, when children say the word 'shoes' incorrectly, the childminder does not help them to understand how to say it correctly.

- The childminder actively supports children's developing independence. Children remove their coats and bags and hang these up with ease. Furthermore, the childminder helps children to understand the importance of personal care. This includes encouraging children to clean their hands thoroughly before meals and after using the toilet.
- The childminder is proactive in working with parents and other professionals to support children with SEND. She implements targeted interventions and makes the relevant referrals when necessary. Furthermore, the childminder makes good use of additional funding to support children's individual needs. For example, she purchases resources that enable children to make choices in their play.
- The childminder consistently encourages children to share. When they do this, the childminder praises children's kindness. This helps to build children's confidence and self-esteem.
- Parents are happy with the care the childminder offers their children. They describe her as 'kind' and 'caring'. Parents comment positively about the progress their children are making. The childminder provides parents with updates about what their children have been doing to keep them informed about their child's day.
- Children are provided with opportunities outside of the childminder's home. For example, children enjoy music groups and yoga. These help to support their physical development as they stretch and move their bodies.
- Children are supported to keep themselves safe. For instance, when the childminder takes them for walks in the community, she helps them to learn about road safety and the importance of looking and always listening.

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:

- implement the intent of planned activities more effectively to help build on children's learning
- help younger children to learn the correct pronunciation of words to support their early speaking skills.

Setting details

Unique reference number	EY245867
Local authority	Lincolnshire
Inspection number	10394627
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 11
Total number of places	6
Number of children on roll	19
Date of previous inspection	17 September 2019

Information about this early years setting

The childminder registered in 2002 and lives in North Hykeham in Lincoln, Lincolnshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for Christmas and family holidays. She provides funded early education for children from the age of nine months.

Information about this inspection

Inspector

Emma Curry

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 and assessed the impact this has on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- 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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