

Childminder report

Inspection date: 3 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

The childminder provides a nurturing home-from-home environment for children and their families. Children benefit from the positive relationships the childminder builds with them. The childminder visits children before they start, to gather information, which helps her plan the experiences and activities she offers children. Consequently, children feel confident, are eager to join in activities and do so for long periods of time.

Children are curious and show their confidence. For example, while the childminder reads books, children point to pictures of different animals and ask questions. The childminder skilfully responds, filling gaps in children's knowledge, for example, by explaining that camels store water in their humps. This sparks conversation and develops children's thinking further as they discuss where people get their water from. If children misunderstand information, the childminder is prompt to correct this positively, through explanation and further discussions.

Children learn the importance of rules and boundaries. The childminder is a positive role model and reminds children to tidy their toys away when they are finished to prevent them tripping over. Children develop an understanding of how to keep themselves safe while they explore the environment.

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

- Children make good progress in their learning and development. The childminder uses her strong understanding of child development to identify children's next steps in learning. She uses observations and assessments to track children's progress. She uses this information to help reduce gaps in children's learning and development. When needed, the childminder works closely with other professionals and uses additional funding she receives to plan targeted activities. This ensures that all children are well prepared for their next stage of learning.
- The childminder helps children to develop an understanding of healthy lifestyles. She has conversations with children that promote their understanding of healthy eating and oral health. For example, during imaginative play, she encourages children to think about foods that are good for their bodies and teeth. Furthermore, the childminder uses resources such as books to show children various foods and embed children's understanding of foods that are healthy. This helps children to develop healthy habits and knowledge for the future.
- The childminder supports children to understand what is expected for their behaviour. She gives them appropriate reminders through activities. For example, during song time, the childminder tells children when it is their turn and praises each child as they wait to pick a song. This supports children to interact well with their friends and develop positive social skills.

- The childminder introduces children to mathematical concepts. For example, at snack time, she uses her fingers to support children to learn to count. Children copy this and successfully count different pieces of fruit. The childminder extends this further, asking children to identify the different amounts of fruit they each have. Children develop an understanding of quantity and share out fruit equally.
- The childminder talks to and questions children as they play. She makes eye contact with children to help develop their communication skills. However, on occasion, when children respond, the childminder repeats back what children say rather than extending their vocabulary further.
- Overall, the childminder supports children to develop their physical skills. She provides children with one-handed tools to develop their finger and hand muscles. However, the childminder does not demonstrate how to use these tools, such as scissors or knives to cut fruit. Therefore, children do not learn the physical skills they need to use tools correctly.
- The childminder is keen to build on her knowledge and skills. She completes regular reading and research to enhance the experiences she offers children. For example, the childminder introduces a variety of crockery and smaller metal kitchen items, such as teapots. This enables children to explore items and engage in imaginative play experiences that they may not get elsewhere.

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 ways of communicating with children to extend their vocabulary beyond what they already know or can say
- enhance planning to help children to learn how to use tools correctly to support their physical skills further.

Setting details

Unique reference number	EY336440
Local authority	Lincolnshire
Inspection number	10388202
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	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Wragby, Lincolnshire. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education to children from the ages of nine months to four years.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder discussed her curriculum intentions with the inspector during a learning walk.
- The inspector observed the childminder and the children throughout the day.
- The childminder and the inspector held discussions at appropriate moments.
- The inspector took into account the views of parents.
- 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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