

Childminder report

Inspection date: 1 September 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 show they feel safe and secure in the care of the childminder. Older children separate easily from their parents and carers on arrival and enjoy playing alongside their friends. Younger children seek comfort from the childminder when needed and snuggle into her for reassurance. The childminder knows the children in her care well and reads stories to them, helping them to settle.

The childminder is a positive role model and treats children with kindness. Children follow her lead. They fetch drinks for their peers and help to tidy away toys.

Children enjoy exploring the childminder's large garden. The childminder provides children with daily opportunities through her curriculum to develop their physical skills. For example, she supports them to create balancing beams and helps younger children to learn how to carefully walk across the planks of wood, one step at a time. This contributes to developing children's balance and coordination. Older children develop the muscles in their legs as they push and pull themselves on ride-on toys. The childminder supports them to solve problems when they get the ride-on toys stuck. Children learn to move back and forth, and they smile, showing pride in their achievements, as they release the toys.

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

- Partnership working with parents is a key strength. The childminder keeps them informed of their child's development and the progress they are making. Parents comment that the childminder's settling-in processes allow children to develop relationships with her and support their well-being and attachments.
- The childminder helps children to develop their mathematical skills. Older children learn how to count, such as when they use their imagination in role-play experiences in a pretend shop. They count the number of objects they play with. The childminder helps children to understand the language used to describe size. Children join in baking activities with the childminder, learning how to weigh and measure ingredients.
- When children first start attending, the childminder asks parents for information about their children's abilities. This helps her to establish starting points in learning. She completes observations and assessments to identify what children need to learn next. However, some next steps in learning for younger children are not implemented consistently to support their early communication skills. For example, the childminder does not support children to remove barriers, such as dummies in their mouths when she speaks to them, to enable them to copy words or reply.
- Children complete tasks on their own, promoting their independence. For example, older children put on their shoes to play outside. The childminder

encourages younger children to use cutlery when they eat. She provides an environment where children can choose and select toys and resources to promote their interests.

- The childminder provides children with learning opportunities beyond the home. For example, children enjoy trips to local nature parks, where they explore and enjoy developing their physical skills on large play equipment. Additionally, they visit shops to purchase ingredients for baking, helping them to learn how to pay for food.
- The childminder is reflective of her own practice. She holds weekly discussions with any staff she works with to discuss how they can plan experiences to enable children to follow their interests. However, she has not yet fully embedded targeted support for any of the staff she works with to help develop their practice and interactions with children to a higher level.
- The childminder provides experiences that encourage children to concentrate. For instance, outside, children are engaged when they use water with brushes to make marks on fences, supporting their large muscle development and early literacy skills. The childminder plays alongside children with water, modelling how to share and take turns. This encourages children to play cooperatively.

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:

- identify and use precise, short-term next steps for younger children and consistently support their early communication skills
- support staff through coaching and mentoring to help raise the quality of their interactions with children.

Setting details

Unique reference number	EY336925
Local authority	Lincolnshire
Inspection number	10399271
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	0 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2006 and lives in Lincoln. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports the children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, 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.
- The inspector held discussions with the childminder and reviewed a sample of documentation.

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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