

Childminder report

Inspection date: 10 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's well-being is a priority; the childminder builds positive relationships with children and their families. Children are happy, they giggle frequently, showing they enjoy their experiences with the childminder. Children are fully involved in their learning. The childminder encourages children to make their own choices and to have a go before she helps. As children achieve their goal, the childminder praises them and encourages them to take a photo to share the achievement with their parents. This gives children a positive attitude towards learning, and they can be heard saying they've done a 'good job' to themselves while engaged in activities.

Children consistently behave well. The childminder provides consistent praise to reinforce what she expects from their behaviour. For example, when children arrive, they know to place their belongings safely under the stairs before choosing an activity to engage in. Children have high levels of respect for one another. They show this as they pass their friends toys to encourage them to join in.

While children walk to school, they learn skills to keep themselves safe as they cross roads. The childminder reminds children to step back from the edge before they check to see if the road is clear. Children respond and follow instructions well. They point out when it is unsafe to cross and wait until the childminder agrees that it is safe before crossing.

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

- The childminder has a strong understanding of child development and knows what she wants children to learn. She uses observations to assess children's stage of learning. If any gaps in learning are identified, she promptly involves parents to ensure strategies are consistently used to support children's development. This has supported children's overall vocabulary development and closed gaps in their learning.
- The childminder plans experiences for children outside of her home. She uses these experiences to extend children's knowledge further. For example, she arranges visits to the local farm for children to see different animals and learn how to take care of them. The childminder sets up complementary activities within her home and prompts children within their play, to support them to use and embed the knowledge they acquire.
- The childminder supports children to understand mathematical concepts. For example, while children build with bricks, she asks them to identify shapes. When children are unsure of the shape, the childminder prompts them before telling them what the shape is. Children begin to show their understanding as they identify shapes. The childminder helps children understand different sizes. As children look at animals, the childminder compares the heights of each one.

Children begin to recognise which are bigger than others and, when asked, point out the smaller animals.

- The childminder is responsive to children's needs. When children communicate, the childminder asks appropriate questions to support children to engage in conversations. However, the childminder does not give children enough time to respond to her questions before giving the answer or asking the question again. Therefore, children are unable to fully share their thoughts and ideas.
- The childminder supports children's skills required to become independent. She describes the steps to follow when children use the toilet and when children fasten their own clothing. Children follow the instructions and develop the coordination needed to remove items of clothing and successfully fasten zips.
- The childminder is reflective of her own practice and identifies ways she can improve her activities to support children's learning further. She attends online training to develop and embed her knowledge. Through training, she has developed her provision for children's sleeping arrangements. The childminder ensures parents receive this information to support their children's sleep habits at home.
- Parents speak very highly of the childminder and the positive impact she has on their children's development, particularly their children's confidence and speech. Parents feel fully informed about how to support their children's development and what their children are working on next. They add, the childminder has provided above and beyond support through personal family circumstances.
- Overall, the childminder supports children's communication well. However, on occasions, the childminder shortens sentences or uses alternative ways of naming items. Therefore, children do not hear the correct way of saying words to support their precise language development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- give children time to respond to questions before asking more, to enable them to share their thoughts and ideas
- clearly pronounce words and sentences, to support children to hear the correct way of saying words, to develop their precise language development.

Setting details

Unique reference number	EY389317
Local authority	Lincolnshire
Inspection number	10394575
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 September 2019

Information about this early years setting

The childminder registered in 2009 and lives in Coningsby, Lincolnshire. She operates term-time only from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder and 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 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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