

Childminder report

Inspection date: 19 May 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 benefit from the strong relationships the childminder builds with them. She gets to know children before they start and gathers information about what they like and what they can already do. She uses this information to tailor the activities and experiences she offers children. This enables children to feel comfortable and confident in her home and helps them to engage in activities for long periods that help them learn.

Children learn how to keep themselves safe while on walks. The childminder uses clear instructions to remind children where to stop to cross the road safely. Children listen intently and follow the instructions. When asked, they look left and right and listen for cars. They respond to the childminder when they think it is safe to cross and wait for her before crossing.

The childminder models how to communicate positively with others. Children are encouraged to use good manners as they play with their friends. For example, when children reach for toy cars near their friends, she says 'car please'. Children interact well with their friends, are polite and show high levels of respect. The childminder supports this by modelling how to communicate and use manners. For example, children learn how to communicate and use new vocabulary quickly, and repeat language back to request items from their friends.

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 uses this knowledge to plan activities and experiences that cover all areas of learning. For example, to support children to understand the world, the childminder uses books to introduce them to the life cycle of a butterfly. She skilfully expands children's experiences to build on their learning further. Consequently, children make good progress and develop new knowledge.
- The childminder encourages children to build skills towards being independent. She notices when children need help and talks them through what to do. Children listen carefully as the childminder explains how to undo the strap on their shoe. Children build confidence and persist until they remove their shoes on their own.
- The childminder has clear routines to support children to understand how to keep themselves healthy. Before mealtimes, she encourages children to remember what they must do before they eat. As children wash their hands, the childminder extends their understanding, for example, by teaching them that soap removes germs. This supports children to learn positive hygiene routines and why they are important. Additionally, during mealtimes, the childminder discusses fruits they eat and how they help their bodies grow. Children learn

how to keep their bodies healthy and begin to build healthy habits for life.

- The childminder encourages children to understand how they are feeling, and she supports them to understand that their actions can have an impact on others. For example, the childminder appropriately names children's emotions as they feel them and encourages them to take time in the calming space. Children use this space to reflect on how they feel with the childminder, begin to regulate their own emotions and when they feel ready, re-engage in learning.
- The childminder supports children to learn how to use large pieces of play equipment and to develop their physical strength. She reminds children to use their hands to hold the rail when climbing the slide, and she taps the steps where children need to put their feet. Children learn to coordinate their movements to get to the top of the slide. Indoors, the childminder models how to use tools, such as a rolling pin. Children hold either end, press down and begin to roll backwards and forwards to flatten the dough, developing their hand and finger muscles.
- The childminder has high expectations of children and frequently challenges them to extend their knowledge. However, when children are mistaken, the childminder does not always address these misconceptions. For example, when children incorrectly identify numbers, this is not corrected to support their knowledge.

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:

- develop skills further to identify children's misconceptions and to address them quickly to support children's knowledge.

Setting details

Unique reference number	EY407767
Local authority	Lincolnshire
Inspection number	10388705
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Ingham, Lincolnshire. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector

Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a group activity and discussed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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