

Childminder report

Inspection date: 10 March 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 happy and content. When they arrive, the childminder welcomes them with a warm smile. After saying goodbye to their parents, the children quickly settle. They join their friends in play and explore the setting with enthusiasm. The childminder values and respects the children. She arranges resources that reflect their current developmental needs and interests. This promotes their independence skills and nurtures a love of learning. Children develop crucial knowledge and skills for their future learning.

The childminder supports the children in exploring resources and equipment outdoors. Children build a dam in the water tray. They use blocks to direct the water to form a pool. They squeal with delight as they control the flow of water. Children are developing an understanding of cause and effect and are practising their problem-solving skills.

Children show excitement when they take part in the childminder-planned activity. They listen intently to the childminder's instructions and respond with eagerness. The childminder helps them brush a toy crocodile's teeth with a toothbrush. They learn the correct way to brush their own teeth. They hold the toothbrush and move it around the teeth with precise movements. This helps children develop control of important fine motor skills. The childminder teaches the children about why oral hygiene is important.

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

- The childminder creates an engaging curriculum. She plans activities and resources that reflect the children's needs and interests. She knows what the children should learn next and builds on what they already know and can do. Children take part in activities and use resources with confidence. This helps them move on to their next stage of learning.
- Children can explore new themes and learn about things that connect to their lives in a fun, hands-on way. The childminder made a fun recycling game when a child showed interest in recycling. This inspired children to think critically about their environment and real-life situations.
- Children receive the support and resources they need for learning and growth. The childminder works alongside other professionals to support children. For example, the local authority teacher supports the childminder in improving children's speech and language skills. This helps children make progress in areas where they need extra support.
- The childminder shares information in a way that the children can understand. This encourages meaningful discussions. She provides clear explanations and real-life examples. For example, when reading 'The Tiger Who Came to Tea', the

childminder points out what food is in the fridge. She and the children talk about what is healthy and what is not healthy for their bodies and teeth. This supports children's understanding of making healthy choices around food.

- Children engage in planned and meaningful activities. The childminder includes subjects that parents raise, such as oral hygiene, in her planning. For example, she delivers exciting activities to spark children's interest and support their awareness of healthy habits. Children spend time playing outdoors throughout the year. However, during very cold weather when children spend less time outdoors, the childminder's provision of activities to improve children's skills, such as running, avoiding obstacles and stopping, is more limited.
- The childminder has clear expectations for behaviour. The children listen to the childminder's instructions and follow her guidance. This helps them behave well and stay calm. For example, children put away their toys in the correct place when they hear the tidy-up song music. Children are aware of their responsibilities and follow routines. This teaches children to manage their behaviour and understand its effect on others.
- Children are confident and able to manage their self-help skills and personal care routines. The childminder encourages children to take responsibility for managing tasks. For example, they serve their drinks and choose and serve their snacks. The childminder lets children know she is available to help, if needed, and pays careful attention to them. Children go to the toilet and wash their hands by themselves. However, they still find comfort in having the childminder nearby.

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:

- use the indoor and outdoor areas more effectively to carry out activities that support the development of children's gross motor skills.

Setting details

Unique reference number	EY432690
Local authority	Lincolnshire
Inspection number	10376580
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 4
Total number of places	18
Number of children on roll	12
Date of previous inspection	31 May 2019

Information about this early years setting

The childminder registered in 2011 and lives in Mareham-Le-Fen, Lincolnshire. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder receives funding for free early years education for children aged from nine months. The childminder holds a relevant childcare qualification at level 3. The childminder works with two assistants, one of whom holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Cheryl Cooper

Inspection activities

- The childminder and inspector carried out a learning walk of the provision and discussed the early years curriculum.
- The inspector communicated with the children throughout the inspection.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning and development.
- The childminder and inspector completed a joint observation of the childminding assistant leading an activity.
- The inspector read letters and emails from parents and took account of their views.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to the childminder and childminding assistant throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability and training.

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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