

Childminder report

Inspection date: 26 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 encouraged to play cooperatively with their peers. For example, the childminder shows children how to pretend to go to their friends' shop to buy cakes. Children copy the childminder when she shows them how to hand over money to pay for items. Older children tell their peers that a cake is one pound. This contributes to supporting children's imagination and understanding of money. Children develop the muscles in their hands in preparation for early writing. This includes older children using scissors on their own to cut paper. Younger children receive support and encouragement from the childminder to help them learn how to use them safely.

Children receive gentle reminders from the childminder to use good manners, such as when they ask for food. This prompts children to be polite and say please. Children are supported to understand the possible consequences of their actions. For instance, when children are asked not to run indoors, the childminder asks them to think of what might happen. Children reply that they might hurt themselves. Children learn how they can keep themselves safe. For example, the childminder helps them to learn about road safety, to only use the internet when they are with an adult and to keep their bodies private.

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

- The childminder uses a variety of strategies to help children settle and feel emotionally secure in her care, when they first start attending. For instance, she gives children cuddles and attention. The childminder finds that by taking children for walks and returning to the home, this helps children to settle quicker.
- The childminder helps children to learn the importance of oral health. For example, she talks to children about brushing their teeth at home and visits to dentists. Children take part in activities to practise brushing dirty marks off images of teeth.
- The childminder reflects on her practice. Recent changes when she takes children for walks in the street, help to promote their safety. For example, some children wear high-visibility clothing that shows the childminder's contact details on the back. This is so children can easily be seen and to let others know who children are with.
- The childminder extends her professional development to meet the needs of individual children. This includes completing training courses to develop her understanding of how to use sign language. When she uses sign language, alongside spoken words, she identifies how this supports children's understanding.
- The childminder gathers information from parents about what children already

know and can do on entry. She uses this information, to help identify what children need to learn next. However, her ongoing assessments of children's learning do not precisely build on what children need to learn next. For example, the childminder wants older children to learn letters of the alphabet before their pronunciation of words are clear.

- Children are supported to have a sense of belonging in the childminder's home. For example, the childminder helps children to celebrate their own cultures and festivals. The childminder shares books with children to show different religions. She invites parents to share traditional clothing and foods with children. This contributes to children feeling included and helps other children to learn about different cultures and traditions.
- When children move on to school, the childminder shares information with teachers about children's development. However, this partnership working is not as effective with other early years settings children also attend, such as pre-schools. The childminder does not fully share or gather information about children's learning from staff to help provide consistency in their development. This includes children with special educational needs and/or disabilities (SEND).
- The childminder helps children to understand her expectations for their behaviour in her home. For example, if children bring toys from home and want to play with these, the childminder tells children they have to share these with their peers. Children begin to understand this and ask if it is their turn to play with toys.

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 information gathered from ongoing assessments to build more precisely on what children need to learn next
- build on partnerships with other early years settings children also attend to help provide more consistency in children's learning, including those children with SEND.

Setting details

Unique reference number	209221
Local authority	Lincolnshire
Inspection number	10376558
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	30 May 2019

Information about this early years setting

The childminder registered in 1996 and lives in Baston, Lincolnshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine months upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

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 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. 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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