

Childminder report

Inspection date: 17 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 confident in the childminder's home. They freely express their thoughts and views to the childminder and hold back-and-forth conversations with her. This shows that they feel safe and secure in the childminder's care. Children are encouraged to complete tasks on their own. For example, older children fetch cups when they need them. They are asked to fasten clasps and zips on dressing-up clothes. Children receive gentle reminders from the childminder to be polite, such as when they ask for things. This prompts children to remember to say please, reinforcing good manners.

Children are supported to develop an understanding of how to look after the environment. For example, when children put fruit peelings in a compost bin, they learn that the worms will turn the peelings into compost. When the childminder walks with children in the street, she gives them tools that allow children to safely pick up litter. Children enjoy finding litter and collect it in a bag. Additional funding that some children receive is used effectively to meet their individual needs. This includes providing experiences to broaden children's learning. For instance, the childminder takes children to eat in cafes to help develop their social skills.

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

- When children attend other early years settings, as well as with the childminder, information is exchanged to help provide consistency in their learning. For example, when children learn about feeding birds at other settings they attend, the childminder provides children with opportunities to learn how to make food for birds. This helps to complement the learning children receive elsewhere.
- Children learn how they can keep themselves safe. For example, the childminder talks to children about road safety; she reads them stories about how they can keep themselves safe when they use the internet at home. Furthermore, when the childminder walks with children in the street, children listen to her instructions when she asks them to stop. This method is shared with parents to help them promote their children's safety at home.
- The childminder reflects on her practice and identifies how she can extend learning opportunities for children. Recent changes include providing children with a whiteboard and pens to enable them to make large arm movements when they draw. This helps to develop children's physical skills and prepares them for early writing.
- Children have opportunities to brush their teeth when they are with the childminder, to help promote oral health. This helps children to get into a routine of cleaning their teeth, which they can implement at home.
- The childminder gathers information from parents about their children's abilities when they first start attending. She uses this information, along with her

observations and assessments, to identify what children need to learn next. This includes encouraging children to share. However, sometimes, the childminder does not help older children to understand how their behaviours may affect others.

- The childminder builds on her professional development. For instance, she attends training courses online and listens to audiobooks. This helps to develop her knowledge of how to support children to follow their interests. For example, when children want to play in the garden when it is dark, the childminder provides them with torches. This is so she can see and know where children are when they play outdoors, to help promote their safety.
- The childminder supports children to develop their mathematics skills. Children talk about significant numbers in their lives, such as their age. The childminder helps children to recognise numbers, such as those that represent the date of their birthday. Children learn how to sort objects into groups. This includes dividing cutlery into different sections in trays.
- Children are supported by the childminder to develop their concentration, such as when they listen to her read stories. Children engage in the storytelling. They join in saying familiar phrases in books and talk about the images they see on the pages. This contributes to supporting children's language and literacy skills.

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:

- strengthen the curriculum to help older children understand how their behaviour may affect others.

Setting details

Unique reference number	209237
Local authority	Lincolnshire
Inspection number	10372548
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	1 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 1993 and lives in Bourne, Lincolnshire. She operates all year round, except for bank holidays and family holidays. On Monday, Wednesday, Thursday and Friday, she operates from 7.50am until 5.30pm, and on Tuesday from 7.30am until 8.45am and from 3.15pm until 5.30pm. The childminder provides funded early education for children aged nine months upwards.

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, indoors and outdoors, 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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