

Childminder report

Inspection date: 5 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have opportunities to learn how they can keep themselves safe. For example, the childminder talks to children about road safety. When children play in the garden, she talks to them about not touching bees. Children have experiences to be creative and make homes for insects, such as ladybirds. For instance, the childminder asks children to collect sticks and leaves and to use these to make the insects a home. Younger children are supported to do this while older children complete this on their own, showing their independence. Older children show excitement when they find ladybirds in the garden and add these to the pretend houses they make for them. Children learn about different cultures and traditions from around the world. For instance, the childminder helps children to understand that Inuit people do not have fresh fruit or vegetables and live in tents.

Children develop their balance and coordination. Younger children receive praise from the childminder when they kick balls into a goal. This helps children to recognise their achievements and raises their self-esteem. Children show an interests in books. The childminder asks children questions about the images they see on the pages and provides them with opportunities to draw characters in favourite stories. This contributes to supporting children's literacy skills.

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

- The childminder works in partnership with parents to support children's care and learning. For instance, she changes her daily routines to mirror the routines that younger children receive at home, such as around sleep times. The childminder shares information with parents about activities their children enjoy. This helps to keep parents informed about their children's day.
- The childminder observes children and uses her assessments to help identify what children need to learn next. This includes supporting children's speaking skills. For example, the childminder uses repetitive words that younger children copy. She holds conversations with older children to encourage their thinking and communication skills.
- The childminder knows the children well. She incorporates children's interests into activities she offers them. For instance, when children go on visits to see polar bears with parents, the childminder provides books for children to learn more about where polar bears live. This helps children to make connections in their learning between home and being with the childminder.
- The childminder attends training courses to help build on her knowledge of how to support children's learning. Recent training helps to give her ideas of how to support children's mathematics skills. For example, she creates games to encourage children to count and recognise numbers.
- Prior to children attending, the childminder tailors children's settling-in sessions

to their individual needs. For example, some children need more sessions to support them to feel confident to leave parents. Children get to know the childminder, other children she cares for and the environment gradually. This contributes to children settling at their own pace and supporting their emotional well-being.

- The childminder helps children to learn how food grows. For instance, children help her to plant and grow vegetables and fruit in the garden. Children pick plums from trees and eat peas they grow. The childminder recognises how this encourages children to eat foods that they would not normally eat, helping to expand their diet.
- Children are supported to follow hand-hygiene routines to promote their health. For instance, children wash their hands prior to eating and after playing in the garden. However, occasionally, during some personal self-care routines, the childminder does not always provide privacy for children, such as when changing younger children's nappies.
- The childminder has rules in her home, helping children to understand what is expected of them. These include for children to be patient, have 'kind hands' and to share. Children learn how to share equipment when they are supported to take it in turns to go down slides in the garden.
- The childminder shares information about children's learning and development with teachers when children move on to school. However, this partnership working is not as effective when children also attend other early years settings. The childminder does not share information with or gather information from staff at other settings to help provide more consistency in children's learning.

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:

- provide children with privacy when carrying out all personal self-care routines
- share and gather information about children's learning with other early years settings children also attend to help provide consistency in their development.

Setting details

Unique reference number	256550
Local authority	Lincolnshire
Inspection number	10372381
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2000 and lives in Coningsby, Lincolnshire. She operates all year round, from 8am to 5pm on Monday to Thursday and from 8am to 1.30pm on 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 the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025