

Childminder report

Inspection date: 27 August 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. The childminder has failed to implement safeguarding policies and procedures and ensure that children are cared for in a safe and suitable environment. She does not ensure that any assistants that work alongside her have the required skills to fulfil their roles and responsibilities effectively.

The childminder does not have a good knowledge of the children she cares for. She does not complete assessments of children's development. The childminder does not plan or implement an effective curriculum. She does not provide children with activities or experiences that engage or motivate them to learn. Occasionally, children are asked what they would like to play with. However, in the main, they are left to sit and watch the television with minimal adult engagement. Children do not receive a good quality of education to help them gain the skills they need for their future learning.

Overall, children are settled in the setting. They demonstrate warm relationships with the childminder. On the occasions when the childminder does interact with them, for example during a matching-card game, children react positively, smiling and responding to any praise that is offered.

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

- The childminder has not maintained the improvements made following previous visits. As a result, there are repeated breaches in requirements that impact on the overall quality of the provision.
- The childminder does not implement her safeguarding policies and procedures effectively. Although she is able to describe some of the signs that a child may be at risk of harm, she has failed to recognise and take appropriate action to assure children's safety and welfare. Furthermore, she does not offer training and support to others that work with her to ensure they have a secure knowledge and understanding of their safeguarding responsibilities.
- The childminder does not ensure that the premises are suitable and organised effectively to meet children's needs. Although there is a selection of toys and resources for children, they are not readily accessible and utilised. Floor space for children to play and move freely is restricted by the extensive amount of household objects, furniture and ornaments.
- Risk assessments are not effective. The childminder has failed to identify and remove potential hazards to children's health and safety. For example, at times, children are left unsupervised with the pet dogs and have access to dog food left on the floor where children play. The external door is left open, which poses a risk of unknown persons entering the premises or children leaving unattended.

- Children do not benefit from quality learning experiences. The childminder does not plan or implement a curriculum to help children develop the skills they need for their future learning. The childminder says that children can choose what they want to play with and help themselves to resources. However, often they do not. Children spend extended periods of time sitting and not engaging in activities or learning.
- The childminder does not routinely complete assessments of children's development. Consequently, she does not have an accurate understanding of what children already know and can do and what they need to learn next. This lack of knowledge impacts on the childminder's ability to offer experiences that help children to practise and learn new skills.
- Overall, interactions with children are infrequent and of poor quality. For example, when children complete a jigsaw puzzle in one room, the childminder speaks to them from another room. The childminder does not guide or offer effective coaching and training for any assistants that work with her to help them improve their skills. Children do not receive sufficiently good-quality interactions to help them make the progress they are capable of.
- Children demonstrate some understanding of the rules and expectations for behaviour. When directed by the childminder, they wash their hands before eating and sit at the table. They are encouraged to take turns and share wooden bricks as they build towers.
- The childminder shares some basic information with parents to help keep them informed. For example, she tells parents what children have eaten and what they have played with during the day. The childminder speaks with staff of other settings children attend to offer some consistency as children move from one to the other.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
--	-----------------

ensure that local safeguarding reporting procedures are understood and implemented in the event of a concern about a child	15/09/2025
ensure that assistants are trained to understand the safeguarding policy and procedure and have an up-to-date knowledge and understanding of safeguarding issues	15/09/2025
ensure the premises are fit for purpose, and are organised in a way to meet the needs of all children	15/09/2025
ensure risk assessments identify and minimise any potential risks or hazards to children	15/09/2025
implement appropriate support, coaching and training for any assistants to ensure they are competent and capable in the areas of work they undertake	15/09/2025
take all reasonable steps to ensure that unknown persons cannot enter the premises and children cannot leave unattended.	15/09/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
complete effective assessments to identify what children know and need to learn next	15/10/2025
plan and implement an effective curriculum that meets the needs of individual children and supports their development across all areas of learning	15/10/2025
improve the quality and frequency of interactions with children to support their learning and progress.	15/10/2025

Setting details

Unique reference number	208734
Local authority	Lincolnshire
Inspection number	10306518
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 13
Total number of places	12
Number of children on roll	17
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in Lincoln. She operates all year round, from 6am until 9.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder provides occasional overnight care.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- 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.

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