

Childminder report

Inspection date: 14 April 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 show a keen interest to look at books. For instance, when the childminder reads stories to children, she shows them the images on the pages. Children point to and name objects in books, helping to maintain their focus and concentration. This contributes to developing children's literacy skills. Children develop their understanding of maths. For example, they are asked to count objects they see and are supported to understand how many objects they have when one more is added. Children solve problems when they work out how to fit pieces of toy train track together. The childminder gives them encouragement, supporting them to have a positive attitude to keep trying.

Children have plenty of opportunities to be physically active. When younger children do actions to rhymes, the childminder supports their balance when they try to jump and stand on one leg. Furthermore, the childminder takes children to groups to learn yoga poses. This helps children to learn how to move their bodies in different ways. Children understand the childminder's expectations for their behaviour. This includes for children to share and be kind. Older children say that to do these things, they could be someone's friend, share toys and play games together.

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

- The childminder gathers feedback from children and parents to help reflect on her practice and identify ongoing improvements. Recent changes include purchasing large apparatus in the garden. This provides children with opportunities to climb and develop their physical skills. The childminder ensures that there is rubber matting under the equipment, helping to promote children's safety.
- The childminder helps children to learn how to keep themselves safe. For example, she talks to children about the importance of keeping their bodies private. Furthermore, she talks to children about road safety. Children explain how they keep themselves safe in the event of a fire in the home. They tell visitors that if a bell rings, they need to go to the bottom of the garden.
- When children first start attending, the childminder invites them to attend settling-in sessions. During these times, the childminder finds out about children's interests and provides for these. She gives children cuddles to reassure them and asks other children to be their friend. This contributes to children feeling safe and secure when they first start.
- The childminder provides opportunities for children to learn the rules of games and to be part of a team. For example, children work together to hold the edge of a parachute. When the childminder gives instructions, children listen and lift the edges of the parachute. This results in the soft toys, which are on top of the

parachute, flying into the air. Children laugh loudly with their friends, helping to develop their social skills.

- The childminder focuses her curriculum on identifying what individual children need to learn next. This includes supporting children's communication skills and, overall, she does this well. For example, the childminder asks children questions to encourage their thinking skills. However, the childminder does not extend her knowledge of how to support children with dual languages. For example, she does not provide opportunities for children to use their home language in their play and learning.
- The childminder offers children nutritious snacks to promote a healthy diet. She helps children to learn where food comes from. For example, children help her to collect and cook eggs from her chickens. Children help the childminder to plant and grow tomatoes in her garden.
- The childminder understands to work with parents and health visitors to help close any gaps in children's learning. However, the childminder has not maintained contact with other early years settings that children also attend. For example, she does not share or gather information with staff about children's achievements or next steps in learning. Therefore, she is not able to complement what children are learning elsewhere.
- The childminder keeps parents informed about their children's day. For instance, she sends them photos of activities children engage in. The childminder talks to parents when they collect their children and shares information about their children's care routines.

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 knowledge of how to provide further opportunities for children with dual languages to develop their language development
- build on partnership working with other early years settings that children attend to help promote consistency in their learning.

Setting details

Unique reference number	208807
Local authority	Lincolnshire
Inspection number	10380805
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	12
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 2000 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months upwards.

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 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