

Childminder report

Inspection date: 11 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 learn how to keep themselves safe when they visit places of interest with the childminder in the community. For instance, the childminder helps children to understand to turn their backs on dogs if they try to jump up them. Children learn about road safety. They tell visitors that they need to look for cars because they cannot always hear electric cars that are near them. Younger children receive privacy during self-care routines. For instance, the childminder changes children's nappies where other children cannot see them.

Younger children learn how to take and manage risks, such as when they move from indoors to outdoors. For example, the childminder gives them time to repeat moving their bodies over small steps to the garden area. This enables children to develop their physical skills and encourages them to do this on their own. When children manage to move over the step, the childminder praises children's achievements, helping to raise their self-esteem. Children are supported to understand where to put toys and resources away. This includes children solving problems to fit a pretend till into a wooden shop. Children have opportunities to develop the muscles in their hands in preparation for early writing. For example, children copy the childminder when she shows younger children how to use tongs to pick up objects, showing concentration when they do this.

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

- When children first start attending, the childminder invites them to attend settling-in sessions. During these times, the childminder comforts children and encourages them to bring favourite toys and resources from home. This contributes to children getting to know the childminder and her home, helping them to feel emotionally secure in her care.
- Parents say that they find the guidance and support the childminder gives them is valuable. The childminder offers parents ideas about how they can continue their children's learning at home. This includes sharing websites, where parents can gather ideas about how to support their children's literacy skills.
- The childminder takes children to meet with other childminders and their minded children, such as at local parks. This helps to provide children with opportunities to play and interact with others, contributing to developing their social skills.
- Children are keen to join activities the childminder plans for them. Younger children stamp their feet, showing excitement to join in. However, sometimes during these times, the childminder does not fully support younger children to follow their interests. For instance, when children want to revisit using tools to stick, the childminder does not allow them to do this, resulting in younger children becoming frustrated.
- The childminder talks to children about the importance of cleaning their teeth.

She provides children with a dentist role-play set for children to use in their play and talks to children about their visits to a dentist. This contributes to supporting children's imaginative play and understanding of oral health.

- Overall, the childminder supports children's communication skills well. For example, she reads stories to children and shows them how to hold conversations with people on pretend phones. However, sometimes, the childminder does not support younger children's early speaking skills as effectively. For example, the childminder asks younger children questions. Younger children do not have the words in their vocabulary to answer.
- Children understand the childminder's expectations for their behaviour in her home. They say that they do not run indoors and that 'sharing is caring'. When children eat, the childminder reinforces that children sit at the table. Children understand that this is to help prevent them from choking.
- The childminder promotes children's safety well. She attends training courses to secure her knowledge of how to identify any potential external risks to children. She supervises children closely, such as when younger children access climbing equipment.
- The childminder provides a curriculum to meet the needs of the individual children. She observes and assesses their development to identify what children need to learn next. If any gaps appear in children's learning, she understands to speak to parents, health visitors and involve other professionals to help support children's development.

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 support for younger children to follow their interests during planned activities
- develop knowledge of how to support younger children more effectively to develop their early speaking skills.

Setting details

Unique reference number	208811
Local authority	Lincolnshire
Inspection number	10380560
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 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 5.15pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age 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 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