

Childminder report

Inspection date: 4 June 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children show that they are happy and feel safe in the care of the childminder. They confidently wave goodbye to their parent or carer and start to explore the environment that has become familiar to them. Children know what is expected of them. They willingly oblige when the childminder reminds them to put some toys away before getting new ones out. Children go to the bathroom without prompt when the childminder announces that it is snack time, knowing they must wash their hands before they eat. On the rare occasion that children get tearful, they soon find comfort in the childminder's cuddles. The provision that the childminder has created offers children a real sense of home from home.

Children are encouraged to use their problem-solving skills. For example, when they order semi-circles to complete a rainbow puzzle. They smile with pride as the childminder praises their efforts, which boosts their self-esteem and motivates them to keep on trying. Children enjoy books. Young children show how they can correctly handle a book by holding it the right way and turning its pages. Older children choose their favourite stories for the childminder to read. They listen intently and answer the childminder's questions about what will happen next.

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

- The childminder has met the actions that were set at her last inspection. She makes sure that children's medication is available at all times throughout the day. The childminder keeps a record of when she has given children medication and informs parents of this information.
- The childminder plans for children to learn through play activities that they choose independently. She supports their learning by interacting alongside them. This works for older children, who are more able to decide on a purposeful play activity. However, the childminder does not always give younger children the support they require to become deeply involved in a purposeful learning experience.
- The childminder is skilled at supporting children's communication and language development. She uses effective techniques, such as clearly repeating what children say so that they can hear the correct pronunciation of words. The childminder adds extra words into sentences when she does this, to help children build their vocabularies.
- The childminder threads mathematical learning throughout children's play. For example, she encourages children to count the number of animals that they are holding. The childminder frequently uses language about size to help children compare two objects. This helps children to apply their knowledge and understanding of mathematics.
- The childminder understands the stages of child development and uses

assessment effectively to check that children are making progress. When the childminder identifies gaps in children's learning and development, she makes appropriate referrals to external support services, so that children quickly receive targeted support.

- The childminder successfully supports children's social development. For instance, she clearly demonstrates how sharing works by equally counting out resources for each child to use at the start of an activity. This has a positive impact on children's behaviour because they are learning skills that they can use to get along well with others.
- The childminder takes children on regular local outings. She teaches children about where they live and introduces them to different members of the community. This helps children to build their sense of belonging and to understand what makes themselves unique.
- The childminder involves children in preparing their own snack. She does this everyday so that children can practise and embed skills, such as cutting. The childminder grows fruit and vegetables with the children, which they eat for their snack when ready. This helps children to understand the origins of their food and promotes children's healthy lifestyles.
- Parents say that their children are making good progress in the care of the childminder. They explain how their children's confidence has grown since attending this setting. Parents comment on how the childminder has supported their children to develop important skills, such as toilet training.

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:

- improve the delivery of the planned curriculum for younger children to help maintain their focus on purposeful activity.

Setting details

Unique reference number	257423
Local authority	Lincolnshire
Inspection number	10389344
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	10
Date of previous inspection	9 January 2025

Information about this early years setting

The childminder registered in 2001 and lives in Sleaford, Lincolnshire. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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