

Childminder report

Inspection date: 7 July 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 are invited to attend visits to the childminder's home before they start, helping them to become familiar with the childminder and the environment. When children struggle to separate from their parents, the childminder supports them to feel emotionally secure. For example, she sits with children and helps them to understand the routine in the day. This helps to settle children quickly. Children are keen to engage in activities the childminder offers them. When younger children show an interest in construction vehicles, the childminder provides them experiences to use the vehicles to scoop and fill. This contributes to children's developing hand-eye coordination. Children are supported to solve problems in their play. For instance, when older children complete puzzles, the childminder offers them suggestions, such as to find the pieces with straight edges first. This contributes to children finding ways to complete puzzles themselves.

Children are supported to understand how they can keep themselves safe. For example, the childminder reminds children to sit on their bottoms when they go down slides. Younger children receive hand-over-hand support to use knives safely to cut fruit. They learn how to do this and, thereafter, receive minimal support from the childminder. Children learn how to share, take turns and work as a team. For instance, the childminder asks children to pass puzzle pieces to their peers and to work together to complete puzzles. This helps to promote positive behaviour.

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

- The childminder supports children's communication and language skills well. For example, she shows children photos of places where they have visited with her. This encourages children to remember and talk about where they went and what they saw. The childminder helps to build on children's vocabulary as she introduces new words, such as 'swirly', when children look at patterns.
- Children are supported to understand foods that contribute to a healthy diet. For example, the childminder read stories to children and shows them real foods in stories for them to try. This helps to bring the story to life and to expand children's diet.
- The childminder asks parents regularly for information about their children's abilities and achievements at home. She uses this, along with her observations and assessments of children, to identify how to help them progress in their development. This includes supporting children's confidence. For example, she invites school teachers to visit children in her home. This helps children to get to know the person who will be caring for them when they move on to school.
- The childminder shares information with parents about their children's learning and gives them ideas to continue this at home. For example, she asks parents to continue reading the same books that children listen to in her care. This helps to

provide a united approach to supporting children's development.

- The childminder helps children to learn about local attractions and places of interest in the community. For example, she uses additional funding to take children on trips to help develop their social skills. This includes taking children to meet and interact with other childminders and their minded children at local parks, libraries and zoos.
- The childminder attends training courses and researches information about childcare online. This helps to develop her knowledge of how to help children learn about how to take care of the environment. Children learn about recycling, such as where to put garden waste.
- Children are keen to join activities the childminder offers them. However, sometimes, the planning and implementation of these activities does not fully support children to practise new skills and knowledge. For example, the childminder rushes children on to the next stage of the activity before they have a chance to practise and secure their learning.
- The childminder reflects on the experiences she offers children. Recent changes in her garden, enable children to engage more effectively in role play, supporting their imagination. Further changes include helping children to learn about the weather, such as showing children how windmills work.

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 planning and implementation of activities to support children to practise new skills and knowledge to help secure their learning.

Setting details

Unique reference number	257452
Local authority	Lincolnshire
Inspection number	10394754
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	6
Date of previous inspection	24 September 2019

Information about this early years setting

The childminder registered in 1995 and lives in Spalding, Lincolnshire. She operates all year round from 7am until 5.15pm. During term time, sessions are from Monday to Thursday and during the school holidays from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children age nine months upwards. She holds an appropriate level 6 qualification.

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, 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