

Childminder report

Inspection date: 16 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children learn how to keep themselves safe. For example, the childminder talks to children about stranger danger and road safety. Children say that in the event of a fire in the home, they need to run outside. Older children tell visitors that to keep themselves safe in the community, they do not go on the road or talk to strangers. Children confidently take and manage risks in the childminder's garden, such as when they climb onto larger apparatus. Younger children are supported by the childminder to learn how to hold onto rope when they sit on swings. Older children show what they have already learned when they move their bodies forwards and backwards on swings to make themselves move. This contributes to developing children's safety and physical skills. Furthermore, the childminder invites children to throw bean bags into a basket, helping to develop their hand-eye coordination. When children achieve this, they put their hands in the air to celebrate their achievements, showing a positive attitude to learning.

Children are supported to complete tasks by themselves. For example, the childminder helps younger children to put on their shoes. Older children manage this on their own. The childminder gives children time to climb out of equipment in the garden. She praises their achievements when they manage this on their own, helping to raise their self-esteem.

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

- The childminder builds on her professional development. This includes meeting with other childminders to discuss changes in legislation and to build on her knowledge of how to support children with special educational needs and/or disabilities (SEND). For example, she uses a particular assessment method that enables her to identify more closely children's abilities in communication and language.
- Overall, the childminder supports children's communication skills well. However, sometimes, she does not encourage children's thinking skills or to develop their vocabulary. For example, sometimes the questions the childminder asks children, only requires a 'yes' or 'no' answer.
- The childminder works in partnership with other professionals to meet the needs of children with SEND. This includes setting regular targets with the local authority and implementing these to help children progress in their development. Furthermore, the childminder sources further equipment and resources that allow children to follow their own individual learning needs, such as to explore their senses.
- The childminder provides opportunities for children to keep themselves healthy. For example, children have opportunities to brush their teeth in the childminder's home. Children receive a selection of fruits to eat at snack time.

- The childminder helps children to build on their understanding of maths. Children recognise numbers that are familiar to them, such as their age. The childminder introduces mathematical language, such as 'taller' and 'bigger' when children build towers using wooden blocks. This contributes to their understanding of size.
- The childminder offers children a selection of books, encouraging them to make choices about ones they want to look at. Children take books to the childminder, sit on her knee and listen to stories. This contributes to children developing their literacy skills and a love of books.
- Children show an understanding of the routines that are embedded by the childminder. For instance, children call to their peers, 'It's snack time' when it is time for them to eat. However, occasionally during personal self-care routines, the childminder does not always provide privacy for children, such as when toileting.
- The childminder's curriculum includes observing and assessing children's development to help identify what they need to learn next. She plans activities to help children progress and follow their interests. For example, the childminder plans team games where children learn how to share and take turns to help promote positive behaviour.
- Parents receive information from the childminder about activities their children enjoy and care routines for very young children. This helps to keep parents informed about their child's day. The childminder supports parents to continue their children's learning at home. For example, she gives them leaflets of local attractions where they can take their children. Furthermore, she works with parents to support children's behaviour at home.

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:

- provide children with privacy during personal self-care routines, such as toileting
- strengthen interactions with children to encourage their thinking skills and develop their vocabulary.

Setting details

Unique reference number	260511
Local authority	Lincolnshire
Inspection number	10361558
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	6
Number of children on roll	16
Date of previous inspection	8 July 2024

Information about this early years setting

The childminder registered in 2001 and lives in Moulton Seas End, Lincolnshire. She operates all year round, from 7.30am until 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children. The childminder holds an appropriate level 3 qualification.

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, 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.

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