

Childminder report

Inspection date: 4 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have opportunities to develop their social skills, such as mixing with a wider range of children. For instance, the childminder takes children to meet with other childminders and their minded children. When the childminder takes children for walks in the community, she talks to them about road safety and the importance of holding hands with her and walking on the path. This contributes to children's understanding of how they can keep themselves safe.

Younger children have opportunities to solve problems when they use 3D shapes. When children struggle to make shapes fit into toys, the childminder asks them to try again and offers suggestions. This encourages children to persevere and show a positive attitude to learning. When children listen and follow the childminder's instructions, such as to tidy away toys, they receive praise. This helps to raise their self-esteem and knowledge of how to show positive behaviour. Children are supported to understand the possible consequences of some of their actions. For example, when older children put toys in their mouths, the childminder explains that they may pass on germs that may cause a person to be poorly.

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

- When children first start attending, the childminder gathers information about children's prior abilities. She uses this, along with her observations and assessments, to help identify what children need to learn next. This includes supporting children to manage their behaviour. For instance, the childminder encourages older children to use their words when they want something. Children learn how to share when they play with toys.
- The childminder supports children's speaking skills well. For example, younger children learn the names of animals and the sounds they make. Older children are introduced to new words to help extend their vocabulary. For instance, when the childminder reads a book about a caterpillar, children learn about a cocoon.
- The childminder reflects on the experiences she offers children and identifies improvements. Recent changes to the routine at lunchtime help to provide a calmer environment for children and help them understand what is expected of them. For instance, children now wash their hands and sit at the table straight away.
- The childminder provides opportunities for children to complete tasks by themselves. This includes providing a step for children to reach the sink to wash their hands prior to eating. Children help to transfer food from their lunch box onto a plate.
- Children show that they enjoy being physically active and move their bodies in different ways. For example, when the childminder asks older children to pretend to be a butterfly, children move their arms up and down. When younger children

are asked to wiggle like a caterpillar, they move their bodies from side to side. However, the childminder does not fully support children to take and manage risks in their play. For example, when children stand on soft-play shapes, the childminder asks them to sit down.

- The childminder works in partnership with other pre-schools that children also attend. She shares information about children's learning with staff to help provide consistency for children's development.
- Children are keen to join activities the childminder plans for them. They are enthusiastic to play with the resources she offers them. However, sometimes, the childminder does not encourage children to focus and maintain their engagement so they can fully benefit from the experiences being offered. This results in children flitting from one toy to another and not securing their learning.
- The childminder shares information with parents about their child's day. This includes providing them with information about their child's sleep routines and meals. Parents receive photos of activities their children enjoy.
- Children are supported to remember and recall events from memory. For example, the childminder asks children a good range of questions that encourage them to remember and share their experience of Christmas. Children talk about getting presents and ripping paper. These back-and-forth conversations help children to think and respond.

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:

- support children to take and manage risks in their play
- help children to focus and engage fully during their play to help build on their learning.

Setting details

Unique reference number	2686985
Local authority	Lincolnshire
Inspection number	10368165
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sleaford, Lincolnshire. She operates all year round, from 7.30am until 5pm, Tuesday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged from nine months up to four years.

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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