

Childminder report

Inspection date: 2 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show positive relationships with the childminder and their peers. They play games together. This includes children laying on the floor while the childminder lifts thin fabric above their bodies. Children wait in anticipation and scream with excitement as the material lifts above them and creates a breeze. This contributes to children learning about cause and effect. Children develop their hand-eye coordination. They copy the childminder as she models transferring water from one container to another. When older children do this accurately, the childminder introduces smaller containers for children to use. This encourages children to concentrate and challenges their abilities. Children are supported to have a positive attitude to solving problems in their play. For instance, the childminder encourages children to keep trying when they try to fit puzzle pieces together. This results in children persevering and achieving their goal.

Younger children's privacy is maintained when they have their nappies changed. When older children begin to use the toilet on their own, the childminder gives them a sticker to reward their achievements. Children are keen to show others their sticker, showing pride in what they have done. Children are keen to help the childminder. They receive direction to put specific toys and resources away when routines in the day change. This encourages children to stay on task and to work as a team to keep the environment tidy.

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

- The childminder knows the children well. She provides children with activities that enables them to follow their interests and develop their learning. For instance, when children show an interest in insects, the childminder helps children to learn that bees live in a beehive.
- The childminder supports children's maths skills well. She models counting during daily routines that results in children beginning to use numbers in their own play. The childminder helps children to learn language to describe size, such as 'big' and 'medium', when children use different size containers.
- The childminder encourages children to develop their social skills. For example, she plans activities where children learn the names of their peers. Children join in group activities, such as holding the edge of a parachute and moving it up and down as one. However, her curriculum to support younger children's knowledge of feelings and emotions is not as effective. For example, she asks younger children how they are feeling before they are able to name their emotions.
- When children attend another early years setting as well as with the childminder, information is exchanged about their learning and development. This helps the childminder to develop a deeper knowledge of children's abilities and to plan

more precisely for their learning. The childminder helps children to be emotionally ready for their move on to other settings. For example, she shares books with children to help them understand the experiences they will face.

- The childminder is a good role model for children. She shows children how to share toys. The childminder gives children gentle reminders to pass toys to others, helping them to learn to take turns. When children do this, they receive praise from the childminder, helping them to understand the kind behaviour they show.
- The childminder works in partnership with parents. She shares information with them about how she intends to support their children's learning. Additionally, she shows parents photos of activities their children enjoy. Parents receive support from the childminder to continue their children's learning at home. This includes giving advice to support their children's personal care.
- Overall, the childminder supports children's communication and language skills well. For instance, she sings nursery rhymes with children. Older children are keen to join in and confidently begin to remember and sing familiar songs, supporting their speaking skills. However, sometimes, when the childminder communicates with younger children, she uses long sentences and instructions. This results in children not understanding what is happening or expected of them.
- Children are supported to learn how they can keep themselves safe. For instance, the childminder talks to children about how to use scissors safely. She helps children to understand the possible risks when they climb on furniture. Furthermore, the childminder talks to children about road safety when she walks with them in the street.

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:

- develop the curriculum to help build on younger children's knowledge of feelings and emotions
- adapt interactions when communicating with younger children to build on their understanding of what is happening or expected of them.

Setting details

Unique reference number	2725981
Local authority	Lincolnshire
Inspection number	10398509
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	0 to 9
Total number of places	12
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Holbeach, 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 age nine months upwards. The childminder holds an appropriate level 3 qualification. She works with an assistant.

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 interacted 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 and her assistant. She reviewed a sample of documentation.
- Feedback from parents was reviewed by the inspector, who took account of their comments.

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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