

Childminder report

Inspection date: 3 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 settle in quickly and clearly enjoy their time in this warm, inviting setting. The childminder and any assistants she works with take time to build strong, caring relationships, helping each child feel safe, valued and emotionally secure. The indoor and outdoor environments encourage children to explore freely and make choices that support their play and learning. For instance, they thoroughly enjoy using the role play resources. They pretend to be real life heroes, such as police and nurses, which are linked directly to recent visits from both professions to the setting. The childminder is nearby, gently guiding and adapting conversation to support their development, where needed, in a positive and calm manner.

Children are aware of the consistent expectations as the routines of the day are clear and well-communicated. This helps children to know what to expect and fosters a safe and secure environment for all. For example, when the children arrive, they know to put their shoes neatly under their named peg and they hang their coat up. When the childminder says it is snack time, children will go and wash their hands independently. They take turns, listen to one another and help each other where appropriate. This all happens in a calm atmosphere where praise and encouragement are used to promote kindness and respect.

Children thrive when they get out and about in the local community. They enjoy meeting others and experience new opportunities. They have regular visits to the local care home to spend time with the elderly. They check on their chickens that hatched at the setting earlier in the year at their allotment. These openings help boost children's confidence, support their social development and begin to teach them life skills including road safety. The children have detailed memories of a range of outings they have been on and are happy to share them.

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

- The children sit well for the welcome time song and are all engaged. The childminder uses puppets that represent the different languages used by the children and their families to aid in children's speech development. This supports their developing language skills in English and the primary languages used at home. The children are also being introduced to Makaton by a visiting instructor.
- The childminder skilfully incorporates mathematics into everyday play. For example, both the teaching of number and comparing numbers are used when talking to children about how many children are present. The children are asked how many boys and how many girls. Children confidently count out loud to find the correct answer, and this is extended by asking are there more or less girls than boys.
- The childminder works in partnership with other professionals to help identify

targets to help close gaps in children's learning and to support their ongoing development. This includes the childminder sharing observations with parents and external agencies, which includes the progress check at age two where needed, playing a part in the next steps for children.

- The experienced childminder supports children's physical well-being effectively. Children have access to a well-planned and purposeful outdoor area where equipment supports both small and large physical development. The childminder promotes healthy eating as she provides parents with examples of nutritious lunch boxes in her monthly newsletters. The childminder uses stories and activities to teach children about good oral health. This includes having a go at cleaning model teeth practically and learning the skills of moving the brush.
- Children show they feel safe and secure in the childminder's care as they seek her out for comfort and reassurance. Children snuggle into the childminder as she reads their favourite stories. The childminder prompts them to join in, turn the pages and repeat key phrases from the story. This helps to develop children's understanding of emotions as they listen and respond to how the story is read, including the happy and sad parts.
- Overall, children's communication and language is supported. For example, frequent conversations take place during play activities. However, the childminder is not consistently using effective coaching and mentoring to help any assistants she works with develop stronger skills in extending children's communication and vocabulary.
- The childminder places great value on working closely with parents and shares regular updates about each child's progress through daily chats and photos. She is keen to support the involvement at home too, offering simple and fun ideas to help continue each child's learning beyond their time with her. Parents value the extra mile the childminder goes to for each of their children and describe how comfortable and at home the children feel while in her care.

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 support given to the assistants through coaching and mentoring, with a specific focus on enhancing the support for children's communication and language.

Setting details

Unique reference number	2733699
Local authority	Lincolnshire
Inspection number	10399910
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 5
Total number of places	15
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 Grantham, Nottinghamshire. She operates all year round from 7.30am until 5pm, Monday to Friday, except bank holidays and family holidays. The childminder works with three assistants. The childminder holds an appropriate childcare qualification at level 5. The childminder cares for children who are in receipt of early education funding.

Information about this inspection

Inspector
Kirstyn Moffat

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children during the inspection to find out about their time with the childminder.
- The inspector gathered the views from a number of parents during the inspection and considered written comments parents provided.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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