

Childminder report

Inspection date: 9 September 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

The childminder provides a warm and caring environment that feels like home for children and their families. Children form strong bonds with her and show that they feel happy, safe, and secure. She learns about each child's routines and how they learn best, so she can arrange her setting to meet their needs and help them settle quickly. The childminder's passion for books and stories is evident throughout the provision and in the way children explore, handle and enjoy them together. Throughout her interactions, the childminder skilfully adapts what she does with each child to support them to make progress in their learning. For example, children talk about a recent nature walk and how they collected conkers and pine cones. The childminder encourages older children to remember where the conkers are hidden, prompting one to recall, 'They're in those prickly shells'. Meanwhile, younger children are invited to describe how the conkers felt, with one child saying, 'It's like a stone'.

Children thoroughly enjoy their time at the childminder's home and show high levels of engagement in the activities that she provides. The childminder joins in children's play and builds on their learning. As children explore an activity with cars, mixers, tractors and lorries, the childminder encourages children to think about how they move up and down the different ramps. The childminder teaches children about the range of different vehicles and explains what these vehicles are used for. If children misunderstand any information, the childminder is prompt to correct this positively, through explanation and further discussions. Children build lovely relationships and play harmoniously together. They learn to share, take turns and be kind to each other. Children learn the importance of rules and boundaries in a clear and consistent way. Through daily routines and gentle reminders, children begin to recognise how rules keep everyone safe and happy. The childminder is a positive role model and reminds children to tidy their toys away when they are finished to prevent them tripping over them.

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

- The childminder plans a curriculum that helps children develop the key skills they need for life, to be ready for school and to support their well-being. It focuses on building confidence in communication, forming positive relationships and developing strength and coordination through active play.
- Children make good progress in their learning and development. The childminder uses her strong understanding of child development to identify children's next steps in learning. She uses observations and assessments to track children's progress and uses additional funding she receives to plan targeted activities.
- The childminder introduces the children to maths vocabulary during her interactions, both indoor and outdoor, and weaves maths language into the

routines of the day, such as counting the scoops of rice into pots and using words, such as full, empty, less and more.

- The childminder encourages children to help prepare the table for snack time and talk about the fruit they are offered, which supports their language and social skills. She promotes children's independence skills. Older children pour their own milk, while younger children are given a choice of healthy snacks and supported to select what they would like. Good manners, such as saying please and thank you, are consistently modelled by the childminder.
- Children eagerly practise hygiene routines, becoming more independent as they grow. For example, the childminder supports young children to wash their hands and recognise their individual towel colour before they have snack, and the older children independently turn taps on, wash their hands with soap and dry them.
- The childminder places great value on working closely with parents and shares regular updates about each child's achievements, progress and their next steps for learning. However, this information is not yet shared regularly with other early years settings children may attend, which limits opportunities for a fully consistent and coordinated approach.
- Parents appreciate the extra mile the childminder goes to for each of their children and describe how their children thrive in her care. They see the childminder as part of their extended family and are grateful for her ideas and offers of advice on a range of topics, such as toilet training and healthy eating, to promote a consistent approach to children's learning and development.
- The childminder regularly reflects on her practice and the experiences she provides for the children. She looks for ways to extend their learning, including opportunities to develop their large physical skills. For example, she takes children to the local park, where they can use bigger play equipment, such as climbing frames and slides, supporting their strength, balance and coordination.

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 communication and information sharing with other early years providers that children attend.

Setting details

Unique reference number	2734162
Local authority	Lincolnshire
Inspection number	10399423
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Witham St Hughs, Lincoln. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder provides funded early years education.

Information about this inspection

Inspector
Kirstyn Moffat

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 through verbal and written comments.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation.
- The inspector completed a leadership and management discussion with the childminder.

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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