

Childminder report

Inspection date: 1 August 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 learn to share and take turns. For instance, the childminder helps them to understand when it is their turn to play with toys that others have. Children with additional needs are supported to regulate and express their emotions. For instance, the childminder takes children outside as a distraction or provides them with a safe space when children need to show frustration.

Children show positive relationships with the childminder and like her to be involved in their play. Children have experiences to be creative with the wide range of resources the childminder offers them. They use pens and paint to make marks on paper as they create art work alongside the childminder. Children are supported to foster a love of books. When the childminder shares books with children, she uses different tones in her voice and asks children to identify the characters on the pages. This encourages children to focus and concentrate. Furthermore, children go with the childminder to a library to choose books to bring back to her home. Children develop their maths skills. For instance, older children learn to recognise how to identify the size of objects. The childminder helps them, such as putting objects next to each other so children can make comparisons. Additionally, children are supported to learn how to count the correct number of objects they play with.

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

- Through the childminder's observations and assessments, she is quick to identify any delays in children's learning. She makes referrals to other professionals, who help her recognise how to plan and implement targets that meet children's individual needs.
- The childminder takes children to shops to buy fruit and vegetables for their snacks. She talks to children about the food being healthy. The childminder encourages children to try different foods to help expand their diet.
- Children have their own toothbrush at the childminder's house. They learn how to clean their teeth when the childminder cleans her own alongside them. The childminder reads children stories about going to dentists. This contributes to children learning how to care for their teeth.
- The childminder is a good role model for children. As she plays alongside them, children learn how to play cooperatively together. Before giving children instructions, the childminder asks children to look at her. This helps them to focus and understand the instructions she gives.
- Parents receive information from the childminder about their children's day. This includes the childminder sharing photos, video clips and holding discussions with them daily. The childminder talks to parent about how she intends to support their children's learning and what they can do at home to build on this. This includes asking parents to develop the muscles in children's hands, such as to

use tweezers and pens.

- The childminder's curriculum includes identifying how to support children's individual next steps in learning and following their interests. For instance, when younger children like pom-poms she offers these. Children focus and concentrate when they practise posting pom-poms into objects, showing good hand-eye coordination and accuracy.
- Overall, the childminder supports children's personal hygiene well. For example, she encourages children to manage their own clothing when they begin to use the toilet. However, the childminder does not support children to understand the importance of following consistent handwashing routines, such as before they eat a snack.
- The childminder builds on her knowledge of how to support children with additional needs. This includes understanding that children need to regulate their behaviour in different ways. However, the childminder has not identified ways of deepening her knowledge of how to help children's language and thinking skills. Sometimes, she does not pronounce words correctly to support children's language skills. Furthermore, at times, her questioning techniques require one-word answers from older children and do not fully encourage their deeper thinking.
- The childminder supports children effectively when they move on to other early years settings. For instance, she takes them to see the environment and to speak to teachers in nursery schools. Children learn about the uniform they will wear. This helps children to be emotionally ready for their move on. Furthermore, the childminder shares information about children's abilities and what they need to learn next with the other setting, helping to promote continuity in their learning.

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:

- build on the support for children to understand the importance of following consistent hygiene routines, such as washing hands before eating
- strengthen professional development to help build on knowledge of how to support children's language and thinking skills.

Setting details

Unique reference number	2734331
Local authority	Lincolnshire
Inspection number	10407749
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Sleaford, 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.

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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