

Childminder report

Inspection date: 7 March 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 any assistants she works with. For example, children talk to them about their needs and wishes. This shows that children feel safe and secure in their care. Children are supported to play cooperatively. Children work as a team and laugh together when they use large building blocks to build towers around their friends.

Additional funding that some children receive is used effectively to meet the needs of children. For instance, the childminder arranges trips to farm parks where children can follow their interests to climb and develop their physical skills on soft play equipment. These experiences also contribute to developing children's social skills and interactions with others. Children who speak English as an additional language are supported to have a sense of belonging in the childminder's care. They have opportunities to learn about their own traditions through, for example, stories. This also contributes to other children learning about different cultures. Children sit well when the childminder shares books with them. Children receive gentle reminders to listen when their attention wavers, helping to focus their attention. Children join in saying the end of sentences in the books, helping to support their language skills.

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

- The childminder observes and assesses children's learning. She uses this information to identify what children need to learn next. This includes providing opportunities for children to develop the skills they need for school, such as to develop the strength in their hands in preparation for early writing. Children copy the childminder when she shows them how to use tongs to scoop and pour rice into containers.
- The childminder extends her professional development. She completes training courses to help refresh her understanding of how to support children's communication and language skills. For instance, the childminder helps children to hear the correct pronunciation of words they mispronounce. She uses props when reading children stories to support their understanding of what is happening.
- The childminder supports any assistants she works with to develop their knowledge of childcare, such as through completing training courses. This helps to extend their understanding of how activities can promote many different aspects of children's learning. For example, when children use chalk on boards to make marks, this helps to promote the muscles in their hands for writing, to be creative and to develop their social skills when they interact with others.
- Children are confident to explore and investigate the toys and resources the childminder offers children. However, when the childminder wants children to

complete tasks on their own, she does not fully support children to do this. For example, when she wants children to manage their self-care needs, such as washing hands, wiping noses and to put on their own shoes, the childminder does this for children.

- The childminder helps children to learn about healthy foods. For instance, she reads children stories about different foods and provides experiences for them to taste and learn the names of different foods.
- The childminder has rules and boundaries in place in her home, helping children to understand what is expected of them. This includes for children to share, be kind and to use 'kind hands'. Children listen and follow the childminder's instructions. For example, children are keen to help when she asks them to tidy away toys outdoors.
- The childminder provides opportunities for children to learn how they can keep themselves safe when they use scissors in her care. For example, she reminds children to keep the pointed end of scissors facing downwards when children cut cooked spaghetti. However, the childminder has not identified ways she can continue to help older children learn about other potential dangers, such as when they use technological devices to access the internet at home.
- Parents say that their children have become more confident since being with the childminder. They appreciate the communication they receive from the childminder about their children's day. For example, the childminder shares photos of activities which children enjoy and written reports showing children's development. This helps to keep parents informed about their children's 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 opportunities for children to complete tasks on their own
- support older children to understand how to identify and react if they encounter potential risks at home.

Setting details

Unique reference number	2749018
Local authority	Lincolnshire
Inspection number	10350047
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	18
Number of children on roll	32
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Lincoln, Lincolnshire. She operates all year round from 6.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate level 3 qualification. She works with assistants.

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 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 and her assistant. 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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