

Childminder report

Inspection date: 9 January 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 is attentive to children's needs, she gets to the children's level to play and interact with them. She gives children lots of praise and encouragement as they play, helping them find solutions to problems. When children show signs of frustration because they cannot fit their hand into a pot to scoop small pom-poms out, the childminder suggests a different way to take them out. The children listen, follow instructions, and show joy when they manage to get the pom-poms out. The childminder responds to children's individual needs, recognising when they are tired or need a cuddle. Children are happy, settled and secure in the childminder's care.

The childminder supports children's communication and language skills well. She sings nursery rhymes with the children, who excitedly sing along and join in with the actions. Children benefit greatly from the childminder's love of books and stories. She enthusiastically reads stories to children throughout the day. Children independently find their favourite book from the large selection available. As the childminder reads she draws children's attention to the illustrations in the book. She names the objects that children point to and counts them, the children copy the language. The childminder uses purposeful questions to extend children's knowledge further. Children recall prior knowledge such as how bees make honey and how a spider catches flies in their sticky web.

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

- The childminder knows the children in her care well. She has a good understanding of their individual stage of development and what they need to learn next, supporting them to build on what they already know and can do. The childminder places a strong focus on children's communication and language skills and promoting their understanding of the world around them. She supports children effectively to learn about the traditions, cultures, and festivals of others. The childminder encourages children to be aware of, and proud about, what makes them individual and unique.
- The childminder shares information with parents about what their child has been doing while in her care each day. She regularly talks to them about the next steps in their child's learning and how they can support the child's development at home. She encourages parents to read with their children by providing a lending library for parents to access. However, the childminder has not fully developed partnerships with the other early years settings that the children in her care attend. She has not yet shared information about the child's development or next steps to promote continuity of care.
- The childminder encourages children to be independent in their self-care. She works closely with parents to toilet train children, when they are developmentally ready. The childminder supports children to learn good hygiene

skills, such as washing their hands after using the toilet.

- The childminder works in partnership with parents from the very start. Before new children start at the setting, the childminder gathers a range of information from parents about their child's routines, development and interests. The childminder plans settling-in visits so that children feel secure in her care before being left for a full session. She incorporates the individual routines of children into the day to ensure they can rest and sleep as needed. The childminder is aware of the need to supervise children closely as they sleep to ensure they remain safe. However, children find it hard to settle to sleep as there is a lot of activity going on around them.
- The childminder is calm and kind in her interactions with children. She models manners and encourages children to say please and thank you. The childminder praises children for their kind behaviour. She supports them to understand how to take care of their environment, toys and be kind to their friends. Children are learning to be independent and enjoy the responsibility of carrying out tasks, such as tidying away the toys that they have played with.
- The childminder is a reflective practitioner. She aims to continually enhance the provision she provides to benefit the children. She is currently undertaking training around 'The Curiosity Approach' in order to provide a learning environment that supports children to use their imagination. The childminder understands the need to inform Ofsted of any significant events that occur.

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:

- share information with other settings that children attend to ensure consistency in the support that children receive
- strengthen the routine for sleep times to ensure that all children can sleep without disruption.

Setting details

Unique reference number	2784715
Local authority	Lincolnshire
Inspection number	10381314
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Sleaford, Lincolnshire. She offers care all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare places for children aged nine months to four years.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- There is an open and positive culture around safeguarding that puts children's interests first.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with documentation to demonstrate her suitability.

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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