

Childminder report

Inspection date: 2 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The experienced childminder provides a homely, inclusive environment where children are nurtured and thrive. Children are happy and settled in her home. They understand what is expected of them and follow familiar routines confidently. Children behave consistently well and are kind and respectful to others. The childminder forms strong bonds with children from the start. She offers a wealth of praise and encouragement that help to build children's self-esteem.

The childminder introduces children to a wide range of exciting experiences that help them learn about the local community and explore the wider world around them. These adventures provide plenty of topics for conversation when they are at home with her. For instance, children enjoy walks and visits to places of local interest, such as farms and public gardens, to help develop their stamina. Children choose books from the local library, which the childminder reads on their return, contributing to their literacy skills. They develop their social and conversational skills while they meet with other children and new adults at playgroups. This helps to prepare them for future learning.

The childminder's curriculum includes a strong focus on the development of children's communication and language skills. For example, she introduces new descriptive words such as 'refreshing' when talking to children about cucumber and citrus fruits. She identifies any gaps in learning and takes steps to prevent children from falling behind.

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

- The childminder works closely with parents. She keeps them updated about children's achievements and how to help their children learn at home. For example, she supports parents to begin toilet training. Parents comment positively on the 'enriching' and 'stimulating' environment the childminder provides.
- The childminder's curriculum has a strong focus on children learning to use all of their senses. For example, she provides natural materials, such as herbs, fruits, vegetables, water and dried flowers, for children to investigate. This helps to motivate children's curiosity about the world. They feel the textures, smell the different scents and examine these resources using a magnifying glass. However, on occasions, the childminder does not follow children's own ideas during activities as effectively. She sometimes answers questions rather than encouraging children to think for themselves to solve problems.
- Children have many opportunities to develop their fine motor skills. For instance, the childminder provides children with jugs to practise pouring water. Children have a go at using tongs to pick up ice cubes. They snip stalks of herbs with

scissors to add to their mixtures. The childminder demonstrates the use of tools to help children master these skills.

- The childminder develops a targeted programme of professional development to improve her knowledge and skills. For example, she reads about various early years theories and adapts her practice to meet the needs of children in her care. She meets regularly with other childminders to exchange ideas. The childminder reflects frequently on her provision and uses this to plan any changes.
- Children learn how to share and take turns during activities. They offer help to others, inviting them to join in their play, saying 'how about we try this?' The childminder is a positive role model. She reminds children to use polite manners, such as saying 'please' and 'thank you'. The childminder supports children to understand and manage their own emotions.
- All children make good progress from their starting points in learning, including those with additional needs. The childminder gets to know children well from the start. She recognises their interests and abilities and uses this information well to plan for their learning. She identifies next steps that help children to build basic skills in preparation for their eventual move to school.
- The childminder gives children plenty of opportunities to find out about the similarities and differences between themselves and others. For instance, children interact with people from different generations on visits to residential homes. Children join in with celebrations of events, such as birthdays and special cultural occasions.
- Children follow good hygiene procedures, ensuring that they wash their hands thoroughly. For example, they count to 20 with the childminder as they wash their hands before eating a snack and after using the toilet. Children learn from the childminder about healthy choices, such as fruit for snack time.
- They benefit from vigorous exercise and fresh air daily. Children practise their physical skills, such as running and climbing, in the childminder's garden and at the local park. The childminder makes sure they develop independence skills, including putting on their shoes before outdoor play.

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:

- enhance opportunities for children to solve problems for themselves and follow their own ideas even more strongly during activities.

Setting details

Unique reference number	EY255081
Local authority	Lincolnshire
Inspection number	10404983
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 November 2019

Information about this early years setting

The childminder registered in 2003 and lives in Tallington, Lincolnshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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