

# Childminder report

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Inspection date:

16 September 2025

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children benefit from the nurturing and strong relationships the childminder builds with them and their families. Children show their strong and secure attachment to the childminder. If they become unsettled, the childminder shows genuine care and reassurance to support their emotions. This helps children quickly re-engage with activities. Children consistently behave well. The childminder models good manners and sets clear expectations for children's behaviour and supports children to develop positive social skills, such as taking turns. Children show high levels of respect, kindness and consideration for one another.

The childminder has high expectations for all children's learning, and she devises an ambitious and well-sequenced curriculum that means all children are ready for their next stages of learning. The childminder carefully considers the resources available and reflects regularly to ensure that these match children's next steps and what she wants children to learn. This helps children to constantly make progress in their learning. Children are confident and highly enthusiastic. They engage for long periods of time during planned activities as well as in their independent play, testing ideas and embedding knowledge that the childminder has given them.

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

- The childminder has an exceptional knowledge of child development and what she wants children to learn. Due to this knowledge, her interactions are not left to chance. The childminder is attune to children's development and skills, already having the next learning opportunities available for children to access straight away so there is no delay in furthering their development. For example, while children play imaginatively, the childminder introduces new mathematical concepts such as size. Children seamlessly enter their next stage of learning as the childminder extends children's understanding of size further and provides additional resources to encourage comparing multiple sizes of animals.
- There is a strong focus on children's language and communication development. The childminder frequently introduces new words as she speaks to children and asks appropriate questions to further the conversations and to encourage children to use language that has been introduced. Children are frequently heard attempting to use new words, which the childminder consistently repeats and models clearly to help children improve their pronunciation.
- The childminder demonstrates an outstanding commitment to continuous development and high-quality provision. She is highly reflective and swiftly identifies areas for improvement, taking action to complete these without delay. For example, the childminder takes additional resources on outings that complement planned learning. This ensures that she always has access to items to extend children's development further. Furthermore, the childminder regularly

attends online training to ensure that her knowledge and ideas remain current.

- The childminder carefully plans trips to broaden children's knowledge and development. Children enjoy enriching outings to their local communities. For example, children visit the library, where they learn to develop respect for and a love of books, supporting their ongoing learning. Additionally, children learn to problem-solve as they test their physical strength at local parks and woodland areas. These activities are skilfully planned by the childminder to support children to meet the next steps in their learning.
- The childminder has excellent relationships with children and knows each child individually. She is a positive role model and encourages children to become independent. The childminder offers supportive suggestions to support children to keep trying when they face difficulties. Children beam with happiness when they finally succeed, for example, when they fit jigsaw pieces into the correct part of the board after many attempts. Children develop very high levels of determination and self-confidence to learn.
- Children develop extraordinary imaginations. The childminder frequently talks to children to extend their thoughts, skilfully questioning and adding ideas to their play. She also gives children time to explore their own ideas, which helps children to be inquisitive and explore new ways of using resources. For example, children add and remove bricks from their creations, commenting as they go and creating wonderful structures that represent rockets and vehicles.
- Parents speak highly of the service provided by the childminder. They are delighted with the excellent care, attention and experiences their children enjoy daily. Parents feel fully informed about what their children's next steps are and receive regular information from the childminder to support their children's learning at home. Parents notice the significant progress their children make, particularly with their speech and language development.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY347328                                                                          |
| <b>Local authority</b>                             | Lincolnshire                                                                      |
| <b>Inspection number</b>                           | 10407685                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 3                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 15 January 2020                                                                   |

## Information about this early years setting

The childminder registered in 2007 and lives in Grantham, Lincolnshire. She operates all year round, from 9am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Alice Anders

### Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and the suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together.
- The inspector observed the quality of education during activities and assessed the impact on the children's learning.

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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