

Childminder report

Inspection date: 8 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children learn how they can keep themselves safe. For instance, the childminder talks to children about road safety when she walks with them in the street. Furthermore, the childminder reads stories to children to help them understand how to use technological devices that access the internet safely.

Children have opportunities to develop their balance and coordination. As they move across stepping stones and balancing beams, the childminder holds the hands of less confident children for support and to promote their safety. Other older children confidently attempt this on their own. Children are shown how to develop the muscles in their fingers in preparation for early writing skills. For instance, the childminder shows younger children how to use a rolling pin to make dough flatter. She sings a song about rolling dough to support children's understanding further. Younger children copy the childminder to press a shape cutter into the dough. They say 'wow' when they remove the cutter and look at the shapes they make. Children are supported to develop their mathematics skills. When they join the childminder to do an activity with musical instruments, children are asked to shake their instruments, high, low, in front of them and slowly. Children show good listening skills and follow the childminder's instructions. This contributes to them learning language to describe position and speed.

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

- When children first start attending, the childminder ensures that she works with her assistants to provide a higher adult-to-child ratio. This enables children to receive individual care and support to help them settle. Parents say how their children settled quickly into the warm, caring and nurturing environment the childminder offers.
- The childminder uses information from parents and her own observations and assessments of children's learning to help identify any gaps in their development. She identifies what children need to learn next. For some children, this includes supporting their communication and language skills. For example, the childminder sings songs and rhymes with children regularly. This results in children beginning to sing songs to themselves when they play on their own.
- The childminder attends training courses to help develop her knowledge of how to support children's learning. Recent training helps to build on her knowledge of how to help children develop a deeper understanding of the stories she reads them. For example, when children listen to stories about beanstalks, the childminder helps children grow their own broad bean plant.
- The childminder helps children learn how to keep their bodies healthy, such as understanding the benefits of different foods on their bodies. For example, when taking children to buy food, the childminder talks to children about which foods

will make them big and strong. Furthermore, she reads children stories about visiting dentists to help promote their understanding of the importance of looking after their teeth.

- Overall, the childminder supports children's independence well. During snack times, children use knives to spread cream cheese on their crackers. However, during these times, the childminder does not give some children opportunities to practise and develop skills for the future, such as using age-appropriate furniture when they sit to eat.
- The childminder has a routine and structure she embeds during the day, helping children to know what is happening next. Children are encouraged to join in when the routines of the day change, such as tidying away toys. This helps give children a sense of responsibility. For instance, the childminder asks younger children to put specific toys away, helping them to focus on the task at hand.
- The childminder shares information with parents about activities children enjoy and their next steps in learning. This helps them to understand what their children are learning. However, information sharing about children's learning is not consistent with all other providers children attend and move on to such as schools and nurseries. This means the childminder does not thoroughly know children's all-round abilities to help her plan more precisely for their development.

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:

- provide opportunities for children to practise and develop skills during snack times, such as to use age-appropriate furniture
- strengthen the sharing of information between school teachers and staff at other early years settings to help promote consistency in children's learning.

Setting details

Unique reference number	EY358035
Local authority	Lincolnshire
Inspection number	10388551
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	12
Number of children on roll	23
Date of previous inspection	17 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Branston, Lincolnshire. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children age nine months upwards. 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 one of her assistants. 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025