

Childminder report

Inspection date: 13 February 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 have opportunities to build on their speaking skills. For instance, the childminder supports children to learn the names of different dinosaurs to help develop their vocabulary, such as a Stegosaurus, Spinosaurus and Velociraptor. When children are inquisitive and take an interest in images around them, the childminder supports children to understand what they see. For example, when children point to a first-aid sign in the childminder's house, they learn what it means. The childminder helps children to understand that a first-aid box is used to treat any bumps they have. Children share their understanding and remember having a plaster on their head.

Children show excitement to play games with the childminder. They develop their understanding of sharing when children take it in turns with the childminder to roll a dice. Children develop their fine motor skills when they use toy tweezers to pick up small objects in the game. When children do this correctly, they receive praise, such as a 'high five' from the childminder, helping to reward their achievements. Children's independence is promoted well. Children can choose toys and resources to promote their interests. They select what fruit they would like to eat for a snack and are provided with a low step that allows them to reach the sink to wash their hands prior to eating.

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

- The childminder promotes the well-being of children and their families effectively. For instance, when children first start attending, the childminder is mindful that some parents may feel anxious about leaving their children. Therefore, the childminder invites parents and children to visit her home prior to starting. She visits children in their own homes. This helps to form positive relationships with children and their families from the outset.
- The childminder asks parents about children's interests and their learning at home. The childminder uses this information, alongside her observations and assessments, to identify what children need to learn next. For example, when older children show an interest in identifying their name, the childminder provides activities for children to do this, helping to support their literacy skills.
- Children are offered experiences to build on their knowledge of the local community and to follow their interests. For example, the childminder takes children to farms to learn about animals. She takes children to museums to bury fossils, enabling them to build on their knowledge of dinosaurs.
- The childminder encourages children to complete tasks that are helpful towards others and to care for the environment. For example, children help the childminder to sweep cereal off the floor. Children put toy tweezers in pots when the childminder asks them to help her to tidy away toys. When they do this, the

childminder gives children a sticker to help them recognise their positive behaviours.

- Parents provide positive comments about the childminder. They say that she provides children with a warm, welcoming and nurturing environment where she takes the time to understand each child individually. The childminder shares information about children's development with parents to keep them informed about their children's progress. She offers parents ideas about how they can continue their children's learning at home, such as to use sand timers to help manage their children's behaviour.
- The childminder helps children to develop an understanding of their bodies. For example, she shows children images of dinosaur bones and talks to children about having white bones in their own bodies. Children respond by feeling the bones in their shoulders.
- Children learn how foods can contribute to providing a health body. For instance, when children eat fruit, the childminder tells children that this will help them to have strong bones and muscles. Children relate this comment to their knowledge of dinosaurs and reply, 'Like a T. rex?'
- The childminder completes training courses that helps to develop her knowledge of how to promote children's safety. However, knowledge gathered from other training courses, such as how to encourage children to think and solve problems, is not implemented as effectively. For example, occasionally when the childminder asks children questions, she answers her own questions, instead of encouraging children to think and solve problems themselves.

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:

- implement knowledge more consistently from professional development to help support children to think and solve problems in their play.

Setting details

Unique reference number	EY362640
Local authority	Lincolnshire
Inspection number	10372098
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	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2007 and lives in Lincoln, Lincolnshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children aged nine month upwards. The childminder holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities 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. 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