

# Childminder report

---

Inspection date: 22 August 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### **The provision is good**

Children are settled in the childminder's care. They are warmly greeted by the childminder as they arrive and respond to questions she asks about their morning. Children confidently skip into the childminder's home as they are eager to see their friends.

The childminder listens to children's wishes and follows their ideas. For example, when older children want to explore colours, the childminder provides for this. Older children show high levels of engagement as they experiment with mixing colours and talk about the marks they make as they paint. Children benefit from the childminder adapting her interactions to meet the individual learning needs of the children. This includes helping younger children to identify the colours of toy cars they play with. All children make good progress in their learning. When older children engage in imaginative play, they pretend to make drinks and wash toy pots in a pretend kitchen. The childminder asks them questions about their home experiences. This contributes to children making connections between their play and real-life experiences.

The childminder is a positive role model for children. For example, she encourages and praises children as they work together to tidy away toys. Children receive gentle reminders from the childminder to share toys with their friends. Children are kind to one another. This includes older children reading stories to their peers.

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

- The childminder gathers information from parents about what children can already do when they first start. She uses this information, alongside her own observations, to assess children's development on entry. However, the childminder does not always identify ongoing precise next steps to sequence children's learning and to help them make the best progress in their development.
- The childminder supports children's knowledge and understanding of the risks they may face when using the internet and digital technology. She supports children to learn about online safety. This includes the childminder sharing a range of books with children about potential risks. Older children share their understanding that if they see something online they do not like, they will stop and tell a grown up.
- The childminder supports children's language development well. For example, she models new language, helping to develop their vocabulary. Children enjoy singing songs and sharing stories with one another. Furthermore, the childminder talks to children about what they are doing as she plays alongside them.

- Children behave well. The childminder provides children with gentle reminders when needed. For example, when young children try to climb on furniture, she discourages this while reminding children to keep themselves safe and redirecting them to another activity. Furthermore, the childminder has rules and boundaries in place that the children know and respond well to. For example, children know to walk indoors.
- The childminder provides children with opportunities outside of her home setting. For example, children enjoy trips on a bus to the city centre and visiting local historic areas in the community. This contributes to children learning about the wider world and local attractions of where they live. Furthermore, the childminder helps children to learn about road safety and the importance of keeping themselves safe near roads.
- The childminder, and any assistants she works with, have positive relationships with parents. Parents share that their children are happy to attend and that they enjoy their time at the setting. They talk positively about the communication they receive, including regular updates about what learning experiences the childminder provides and children's progress in learning.
- The childminder builds on her professional development. This includes attending a training course to develop her understanding of how to provide children with nutritious and well-balanced meals. She learned about appropriate portion sizes for children and the nutrients that children need to promote a healthy diet. However, the childminder does not help children to understand how to keep their teeth clean and healthy to promote their good oral health.
- The childminder reflects on her practice and makes improvements to develop learning experiences for children. This includes erecting a canopy in her garden to allow children to play outdoors all year round. The childminder provides opportunities for children to be creative, for example when they play musical instruments under the canopy.

## 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:**

- strengthen the use of ongoing assessments so that children's individual next steps are clearly identified and built on
- support children to develop a deeper understanding of oral health.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY407428                                                                          |
| <b>Local authority</b>                             | Lincolnshire                                                                      |
| <b>Inspection number</b>                           | 10398451                                                                          |
| <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> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 23 October 2019                                                                   |

## Information about this early years setting

The childminder registered in 2010 and lives in Lincoln. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for children. The childminder holds an appropriate qualification at level 3 and sometimes works with an assistant.

## Information about this inspection

### Inspector

Emma Curry

### Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum supports the children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on the children's learning.
- The 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025