

Childminder report

Inspection date: 28 April 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

Children are happy and confident in the childminder's care. They enter the playroom full of cheerfulness and energy. The childminder provides a range of resources that are accessible and challenging. Children choose their activities with confidence and remain focused on their play. This helps children develop a love of learning.

The childminder creates a calm and respectful environment, reinforcing expectations through thoughtful interactions. She gives gentle reminders and regular praise. This helps children understand what good behaviour looks like. For example, the childminder encourages children to share magnetic shapes. They take turns choosing them, smiling as they play. As a result, children learn to make better choices when interacting with friends.

Children are making good progress from their starting points. The childminder knows the children well and plans activities around their interests. Children join a planting activity with excitement. They explore the texture of the soil. The childminder supports them as they use different gardening tools. Children learn how to plant a seed. For example, they use the fork to fill their plant pot with soil. Children take their potted seeds home to care for. This teaches children about the plant life cycle and helps them learn more about the world.

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

- Children have good opportunities to develop their communication and language skills. The childminder reads to them daily. To engage children's interest, she uses different voices and tones, as well as visual aids. The childminder shows a cat hand puppet that looks like the story's main character. Children enjoy playing with the puppet during the story. The childminder explains parts of the story using age-appropriate language. She asks questions and encourages children to repeat key words. This helps children learn new vocabulary and strengthens their communication skills.
- The childminder promotes children's physical development through regular outdoor play. Children enjoy daily walks with the childminder. They climb on equipment at the park and ride trikes with confidence in the garden. For example, they zoom up and down the path, steering around obstacles. These activities promote children's coordination, help to strengthen their muscles and enhance their physical health.
- The childminder prioritises children's well-being and dignity during nappy changes. She speaks in a soft tone and explains her actions. Children smile and chat with the childminder. This shows they feel relaxed and happy during the routine. The childminder encourages older children to play elsewhere during this

time. This maintains children's privacy during intimate care practices. This supports children's emotional security and promotes respectful care routines.

- Children are building a strong understanding of early mathematical concepts through real-life experiences. The childminder helps children build on what they already know. She encourages them to apply their counting skills in new situations. For example, she counts aloud as children add blueberries to their plates. The children join in with confidence. When the childminder sings a number rhyme, the children recognise it and eagerly join in. These fun interactions help children strengthen their number skills. They also learn how to use mathematical language in daily life.
- The childminder uses assessments well to guide her planning. She shares assessments with parents. She has a good understanding of each child's learning needs. However, at times, the childminder does not adjust activities enough to meet these needs. This can leave some children without the support or challenge they need. As a result, most-able children are not always challenged, while younger or less confident children find it difficult to stay engaged. This can limit the progress children make.
- The childminder fosters strong partnerships with parents through open and regular communication. Parents describe the childminder as kind and caring. She shares details about children's routines, development and emotional needs, especially during transitions. This collaborative relationship helps children feel secure and supported. This supports children's emotional well-being.
- Children follow clear care routines with growing independence. The childminder adapts expectations based on children's capabilities. For instance, older children wash their hands without help before meals. Meanwhile, the childminder helps younger children. This allows children to gain increasing responsibility for managing their personal needs.
- The childminder is a reflective practitioner. She evaluates her provision using feedback from parents and observations of children. The childminder attends training to support the continuous improvement of the provision. Children enjoy and benefit from an environment that is always developing.

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:

- adjust teaching strategies during activities to provide children with meaningful challenges and support.

Setting details

Unique reference number	EY410995
Local authority	Lincolnshire
Inspection number	10388335
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 11
Total number of places	8
Number of children on roll	16
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Skellingthorpe, Lincoln. She operates all year round, from 7am to 6pm, Monday to Friday, during term time, except for bank holidays and family holidays. During school holidays, operational hours are from 7am to 6pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3. She provides funded early education for children from the ages of nine months to four years.

Information about this inspection

Inspector

Cheryl Cooper

Inspection activities

- The childminder and the inspector carried out a learning walk of the provision and discussed the early years curriculum.
- The inspector communicated with the children throughout the inspection.
- The inspector observed the quality of education and assessed the impact that this is having on the children's learning.
- The childminder and the inspector completed a joint observation of an adult-led activity.
- The inspector read emails and online reviews from parents and took account of their views.
- The inspector spoke to the childminder throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.

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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Textphone: 0161 618 8524
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