

Childminder report

Inspection date:

3 April 2025

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder helps children to learn how to keep themselves safe. This includes talking to children about stranger danger and road safety. Furthermore, if children see dogs in the street, she asks them to ask the owners if they can stroke their dogs before doing so. That said, the childminder does not keep a record of the children present in her setting to ensure that she is aware of their whereabouts, and at what times.

Children are supported to be helpful and take responsibility for caring for the toys and equipment. For instance, the childminder asks children to tidy away toys they have finished playing with. Older children do this independently. Younger children receive support as the childminder offers them toys to put away, encouraging them to take part. Children are supported to understand how technology works. Older children pick up phone cases and pretend to talk to the childminder, showing their communication skills. Younger children pick up digital cameras and pretend to use these as phones. The childminder shows them how the camera works. For instance, she asks children to say 'cheese' when she pretends to take a photo of them. Children develop the muscles in their hands in preparation for early writing. For example, the childminder shows children how to hold a lace and thread it through a hole. Children concentrate when they use their fingers to peel paper from the back of stickers.

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

- The childminder identifies that it is a legal requirement to keep documentation that shows a daily record of the names and hours of attendance children are in her care. However, over the past few weeks, she has not maintained these. Therefore, although this does not compromise children's safety, she does not have relevant information needed about children in the event of an emergency.
- The childminder attends, for example, webinars and training courses to help build on her professional development. Recent training helps to develop her knowledge of how to support children's emotional well-being. For example, she gets down to children's level if they are upset and listens to them. She praises children to help raise their self-esteem.
- Children are supported by the childminder to learn about the benefits of eating healthy foods. For example, they learn that carrots give them vitamins. The childminder asks children to choose what they would like to eat at snack time. Children ask for fruit to help promote a healthy diet.
- The childminder provides children with opportunities to learn about oral health. For example, she takes them to presentations at a dentist, where children learn how to clean their teeth. The childminder offers the children experience to clean their teeth in her home.

- Overall, the childminder supports children's communication and language skills well. This includes the childminder asking children questions to encourage their thinking skills. However, sometimes, the childminder does not use the correct words when she speaks to children to help build on their developing vocabulary. For example, she says 'handies' for hands and 'doggies' for dogs.
- The childminder gathers information from parents about children's prior abilities when they first start. She uses this information, along with her own observations and assessments, to help identify what children need to learn next. This includes supporting children to share. For example, the childminder asks children to take turns to choose nursery rhymes to sing. Older children confidently sing songs on their own, blending nursery rhymes.
- The childminder shares information with parents about their child's care and learning. This helps to keep them informed about their children's daily experiences. The childminder encourages parents to continue their children's learning at home. This includes for parents to name objects they see when they are in the community with their children to help encourage their child's communication skills.
- The childminder helps children to learn about shapes. For instance, when children make shapes using their fingers, the childminder tells them they have created a diamond. However, occasionally, the childminder does not help children to build on their understanding of numbers and counting. For example, when children count an incorrect number of objects, the childminder does not help them to understand the correct number.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that an accurate daily record is maintained of the names of the children being cared for on the premises, including their hours of attendance.	04/04/2025

To further improve the quality of the early years provision, the provider should:

- support children to hear the correct words to help build on their developing vocabulary
- help children to build on their understanding of numbers and counting.

Setting details

Unique reference number	EY413700
Local authority	Lincolnshire
Inspection number	10395695
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Grantham, Lincolnshire. She operates all year round, from 7.45am until 5.30pm, 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.

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 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.

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