

Childminder report

Inspection date: 17 June 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 happily play in the childminder's garden alongside their friends. They are supported to develop important social skills, such as how to take turns and share. This helps the children to play harmoniously together and work as a team to solve challenges, such as how to free toy animals from blocks of ice. Children show great levels of focus and perseverance during this activity. They use their problem-solving skills to try different methods, such as cracking the ice with wooden rolling pins and pouring water over the ice. The childminder provides children with paint brushes, pipettes and tweezers to help them achieve the task. As children use these tools, they strengthen their finger muscles and develop their dexterity. This physical development will help children to hold a pencil, ready for writing when the time comes.

The childminder has high expectations for children's learning and language development. She teaches children the names of different Arctic animals, such as an Arctic fox. Children correctly identify a whale, penguin, seal and polar bear. They talk about the climate that these animals live in, and how it differs from that of a farm. Children clearly demonstrate the knowledge they have learned about the natural world.

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

- The childminder skilfully threads learning through all that children do. She plans opportunities for children to develop across all areas of learning and development. For example, in relation to mathematics, the childminder regularly asks children to count the objects that they are playing with or compare the sizes of two things. That said, occasionally, the childminder pays less regard to sharing books. For instance, sometimes she cuts story-time short in replacement of other activities.
- The childminder plans outings and experiences that enhance children's learning and development. For example, to consolidate children's learning about people who help us, the childminder arranges for paramedics to bring an ambulance to the setting. The childminder takes children on outings into the local community, such as to the market to buy fruit and vegetables. These opportunities contribute to a broad curriculum that supports children to gain knowledge and skills that they need for life.
- The impact of the childminder's teaching and support is notable. Children are ready for the next stages of their education when they leave the childminder's care. For example, the childminder makes sure children have mastered independence skills for when they start school, such as how to put on their own coat and shoes. Parents confirm that their children make good progress during their time at this setting.

- The childminder successfully supports children's developing behaviour. She asks children to talk about the things that might make them sad. Children volunteer their answers, such as siblings taking their toys. This helps children to recognise the actions that might make someone else upset and supports them to develop a sense of empathy.
- The childminder promotes children's healthy lifestyles. Children enjoy a daily snack where they regularly try new fruits, such as raspberries. The childminder makes sure children are hydrated and protected from the sun. Children know that they must wear sun hats in the hot weather. The childminder ensures children's hygiene is prioritised. She supports children to wash their hands before they eat and reminds children to do this when they have been to the toilet.
- The childminder provides parents with information and ideas about how they can help their children's learning progress further at home. She prepares learning packs that parents can borrow, which contain activity resources linked to what children have been doing at the setting. The childminder regularly updates parents about their children's development through daily conversations and via an online app. This helps parents to understand more about their children's development and milestones.
- The childminder is proactive in continuing her own professional development. She furthers her learning through undertaking higher level qualifications. The childminder encourages her assistants to continually learn and develop their skills. She provides them access to a variety of training courses, including important topics such as first aid and safeguarding.

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:

- adapt the planning for how books are used and shared so that this part of the curriculum is consistently delivered to a high standard.

Setting details

Unique reference number	EY431148
Local authority	Lincolnshire
Inspection number	10388796
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 3
Total number of places	18
Number of children on roll	15
Date of previous inspection	30 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in Gainsborough. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early years education.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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