

Childminder report

Inspection date: 7 February 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 show they are happy and confident as they arrive at the childminder's home. They smile and quickly separate from their parents as they are warmly greeted by the childminder. Children are polite and kind to one another. They enthusiastically join in with the childminder to say 'hello' to their friends. Children learn how to interact well with others. The childminder models how to play board games. She uses children's names to remind them when it is their turn. Children build social skills and begin to understand they must wait until their friend has finished before they take a turn.

Children learn how to complete tasks themselves. The childminder offers fun suggestions to encourage and support children to dress independently. Children confidently follow instructions and smile with pride as they successfully put their coats on, without support. Children benefit from other experiences that support them to build skills towards independence. At snack time, the childminder models how to hold a knife correctly. Children watch how to keep their fingers out of the way and to press down firmly to chop the vegetables. They practise and successfully coordinate the movements. They learn how to stay safe, while cutting up their snacks.

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

- The childminder understands child development and how children learn. She uses what she knows about each child to provide experiences that introduce children to new knowledge and ideas. Children have time to embed and use this knowledge through the skilfully planned activities. For example, the childminder carefully selects books about specific topics, such as butterflies. She accompanies this with additional props to support children to visually learn the life cycle of a butterfly. Children listen to the childminder as she reads the story. They show their understanding as they place the props in the correct order, from caterpillar to butterfly.
- The childminder supports children to develop their physical skills. She models different positions to show children how they can move their bodies in different ways and stretch their muscles. Children copy the positions and build strength and balance as they hold the stretches. The childminder encourages children to make larger movements. She moves her arms to show children how they can 'fly' like a butterfly. Children join in and learn to coordinate their movements as they flap their arms and walk around at the same time.
- The childminder builds children's resilience and willingness to keep trying during activities. For example, as children create butterfly pictures with paint, she shows them how they can make a symmetrical pattern. She encourages children to fold the paper and test out which paint works the best. Children persevere

when at first they do not succeed. They persist until they find the paint that works and complete the task.

- The childminder supports children to understand emotions and how what they do can have an impact on others. When children display unwanted behaviours, she responds promptly and supports them appropriately to remember previous learning and to think about the consequences of their actions. Children recall their understanding and tell the childminder that their behaviour could make their friends sad or hurt them. Children learn to regulate their behaviours quickly and re-engage in activities.
- The childminder builds strong relationships with children and their families. She gathers useful information from parents when children first attend. The childminder uses this information to tailor support to meet all children's individual needs. For example, when children have dietary requirements, she offers a range of appropriate alternatives to broaden children's diets. Parents say this encourages their children to try new foods at home.
- The childminder engages children in experiences that promote their health. For example, children take part in exercise and eat a range of healthy snacks, such as vegetable sticks and fruit. However, the childminder does not fully explain how or why these experiences contribute to being healthy, for example that healthy snacks contain nutrients to support the body to work well. Therefore, children are not fully supported to understand the importance of being healthy or participating in such activities.
- Generally, the childminder interacts well with children. She asks children questions, engages in their conversations and listens to what they say. However, when children respond, the childminder repeats back what they say, rather than extending their vocabulary further. Therefore, children are not exposed to new vocabulary beyond what they already know and can use.

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:

- enhance children's experiences further to support them to understand how to keep themselves healthy
- develop interactions to enable children to experience and use vocabulary beyond what they already know.

Setting details

Unique reference number	EY432720
Local authority	Lincolnshire
Inspection number	10368295
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	2 to 11
Total number of places	3
Number of children on roll	3
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Sleaford, Lincolnshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Alice Anders

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observations of group activities with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector gathered views from parents.
- 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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