

Childminder report

Inspection date:

19 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive a good level of education to help them progress well in their learning. They play with the limited resources on offer, but are not supported to practise skills or build on their existing abilities. This is because the childminder does not ensure that children benefit from effective adult interactions. Furthermore, the childminder does not have an effective key-person system in place for her or any assistants who work with her to meet children's care and learning needs. The childminder does not use assessments to identify any gaps in children's learning. Consequently, children do not receive the support they need to thrive and develop. The childminder has not ensured that all adults who work with children have been suitably vetted. However, although this is a breach of requirements, it does not significantly impact children's well-being because they are never left alone with these individuals.

The childminder does not focus well enough on gathering relevant information about children when they start with her. This does not support her to ensure that she is able to respond to meet their individual care needs. Children benefit from eating nutritious snacks but, during snack times, babies are not provided with appropriate seating when eating. This does not fully promote their good health.

When babies voluntarily complete tasks on their own, they receive praise from the childminder, who also claps her hands to reward their achievements. Older children follow their interests to collect and sort balls into different colours, showing their mathematical skills.

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

- The childminder does not plan a curriculum effectively to help children develop in their learning. She does not have a good enough understanding of how children learn to be able to provide them with a good level of education. For example, she follows children's lead in their play, however, she does not plan to sequence their learning. Children select toys and resources to promote their interests, but when they use these resources, the childminder does not interact with them to support their development.
- The childminder does not provide the necessary coaching and mentoring to any assistants that she employs. She does not ensure that they have the skills and knowledge to promote children's care and learning. For example, while adults provide comfort and supervise children, they do not help them to engage in learning to build on their skills and knowledge. The childminder does not understand the valuable role of a key person and does not ensure that children benefit from being linked to an adult who is able to take the lead in supporting their learning and emotional well-being. This means that the childminder is not

providing activities to follow children's interests or to build on what they already know. Furthermore, parents are not aware of the adult responsible for providing tailored care and learning for their children.

- The required progress checks for children between the ages of two and three years are not being completed. The childminder is aware of this requirement but has not put this in place for children in her care. This means parents, carers, health visitors and other professionals are not fully informed about either the progress children are making or possible gaps in their development. This does not ensure that children receive the support they need to reach their full potential.
- The childminder does not ensure that she has gathered all the relevant information, such as children's dietary requirements. This means that she does not have the information she needs to meet children's individual care and learning needs when they first start. Furthermore, the childminder does not offer appropriate seating for babies when they eat. This does not promote children's good health.
- The childminder has not provided Ofsted with the information needed to complete the required checks on all adults living or working on the premises. Therefore, suitability checks have not been completed to ensure that all assistants are suitable to work with children. However, these individuals are not left alone with children and so, to date, there has been no significant impact on children's safety or well-being.
- The language the childminder uses is warm and engaging for children. She sings a range of nursery rhymes and action songs. Children respond well to this, helping to promote their communication and physical skills. The childminder makes use of visits to a local soft-play centre to extend children's learning. She plays games with them, and children learn about spatial awareness and concepts such as time.
- At snack time, the childminder talks to older children about oral health. For example, she uses pretend teeth to show children how to chomp down on their food. Children are confident to discuss their 'strong' teeth.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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
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ensure that Ofsted is provided with the information needed for necessary suitability checks to take place, in a timely manner	24/10/2025
ensure that babies are seated appropriately when eating	24/10/2025
implement effective arrangements to ensure that children benefit from the focused support of a key person who takes the lead in tailoring the care and education they receive	31/10/2025
implement effective coaching and mentoring for any assistants to raise the quality of their interactions and support for children's learning	17/10/2025
ensure that important information is obtained to meet children's individual needs	31/10/2025
plan and implement an ambitious curriculum that is fully understood by all assistants and that is tailored to reflect children's individual needs	31/10/2025
ensure that the progress check for all children between the ages of two and three years is carried out to inform parents and other professionals about progress or potential gaps in children's development.	31/10/2025

Setting details

Unique reference number	EY456616
Local authority	Lincolnshire
Inspection number	10398297
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	6
Number of children on roll	3
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 2013 and lives in Alford. She operates term time only, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 being provided and assessed the impact that this is having on the children's learning.
- The inspector carried out a joint observation of a planned activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents during the inspection and 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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