

Childminder report

Inspection date: 17 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are clearly happy and enjoy their time spent with the childminder. She strives to provide fun and high-quality experiences, where children learn through purposeful play. They are confident and learn skills that help them to become independent in their thinking and actions. For example, children problem solve as they turn a lightweight rectangular drawer around, in order to fit it inside a cupboard recess.

Children feel safe and are settled. They demonstrate a sense of belonging as they access resources and move around the childminder's welcoming home. All children behave well and respond to the childminder's requests, such as when they help tidy away toys. The childminder expects children to respect her home, use their manners and be kind.

Children's charming personalities shine through as they interact with the childminder. They enthusiastically join in with daily yoga sessions. They refine the skills needed to balance. They hug their knees to their chests while sitting, and expertly lift their toes up off the ground. Children forge endearing friendships with others and are prepared well for their eventual move on to full-time education. They learn to recognise and write their names, use scissors and can remain on task for extended periods of time.

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

- The childminder extends children's vocabulary and promotes their speaking skills. Children confidently use descriptive language to describe favourite storybooks. They use complex sentences as they express thoughts and ideas. They talk about their families and future planned holidays. The childminder provides clear explanations. For example, she teaches children that a lamb is a baby sheep.
- The childminder ensures that no child is left behind. She uses information from accurate assessments to help her plan what children need to know next. She ensures that children's knowledge and understanding is deeply established before moving them on to the next step in their learning.
- All children make consistently good progress across the prime areas in relation to their starting points. This includes those children who are in receipt of funded early education. Any small gaps in learning are swiftly identified, monitored and addressed by the childminder.
- The childminder compliments and praises children, which helps contribute to their emotional well-being. Children are self-motivated to be independent in their self-care. They confidently use the toilet and wash their hands by themselves. They return their plates to the sink after eating lunch and hang up their own

coats and bags.

- Children learn the skills they need for their future life successes. They learn about the wider community and the people that help us. They visit the dentist and learn about oral hygiene and healthy foods. Children reflect the kind and nurturing care they receive from the childminder. She is kind and affectionate in her manner and children are polite, helpful and caring.
- The childminder works in partnership with parents. They speak highly of her and value the updates and support they receive to extend their children's learning at home. The childminder also exchanges information with the nearby school, when required.
- The childminder thinks about her service. She has ambitious plans for her garden. However, she has only recently moved to her current address and has not yet had the opportunity to implement her plans. As a result, children do not have access to her garden. This means that children who prefer to learn outdoors have fewer opportunities to benefit from outdoor play and exploration. Nevertheless, they do have some opportunities to benefit from fresh air and exercise. For example, they visit the local park, and run up and down the hills as they explore.
- The childminder uses her previous professional experience to enhance her practice. She extends her knowledge through discussions with the local authority and self-directed research. The childminder's understanding of how children learn helps her to plan a well-designed curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she attends regular safeguarding training to keep her knowledge current. She has a secure understanding of how to keep children safe from harm. The childminder knows the process she must follow if an allegation is made against her. She knows the potential indicators of child abuse and who to inform if she has concerns about a child's safety or welfare. The childminder also demonstrates knowledge and awareness of wider safeguarding issues, including county lines and female genital mutilation. The childminder identifies and minimises any potential risks to children's safety through daily safety checks.

What does the setting need to do to improve?

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

- implement plans to develop the garden area to enable children, who prefer to learn outdoors, to benefit from even more stimulating outdoor learning experiences.

Setting details

Unique reference number	2502423
Local authority	Doncaster
Inspection number	10191752
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. Opening hours are 7am to 6pm, Monday to Friday all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Tyas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together. The childminder explained what knowledge and skills she plans for children to learn and how she supports them. She also discussed her plans for the future.
- The inspector observed the quality of teaching during activities indoors and discussed with the childminder the impact this has on children's learning and development.
- The inspector checked the provider's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of suitability.
- The inspector considered the views of parents expressed through written testimonials and also interacted with children at various times throughout the inspection.

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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