

Childminder report

Inspection date: 15 June 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 confident and happy with the childminder, her co-childminder and her assistants. The childminder plans activities which are planned around children's likes, dislikes and interests. Children leave their parents at the gate and enter the welcoming setting with ease. They establish close bonds with the caring and nurturing childminder. Children access quality toys and resources in a welcoming playroom. They take part in a variety of learning opportunities. Children thoroughly enjoy their time outdoors and are fully engaged in the activities. They show concentration and determination as they fill up and pour pots with water. Children climb and balance, and build tall towers. Toddlers show great satisfaction as they throw hoops onto cones.

Children behave very well. They continuously engage in enjoyable activities. Children play cooperatively together. Toddlers welcome their peers and babies into their play. Older children follow instructions and help to set the table for lunch. Children regularly say 'please' and 'thank you'. They respond well to the childminder's reminders to use good manners. Children gain the skills and understanding they need for their next stages in learning and the eventual move on to school.

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

- The childminder, her co-childminder and her assistants work together very well. They draw on each other's strengths to create a dynamic team. The childminder observes children and plans appropriate next steps in learning which are linked to their individual interests and abilities. She swiftly identifies any gaps in children's learning. The childminder implements effective strategies to ensure that children make good progress in their learning and development. She has developed excellent links with other agencies.
- The childminder promotes children's communication and language development. She chooses familiar books that children love, and she reads with children in an engaging way. While the childminder reads 'The Gruffalo' story, babies babble and older children join in with the story. The childminder sensitively corrects pronunciation for children to hear. This supports their emerging language skills.
- Children enjoy imaginary play. They make a pretend cup of tea and offer the childminder play food on a plate. Children show sustained concentration and good coordination. For example, they follow a recipe to make play dough. Children help the childminder to gather the ingredients. They talk about the different quantities, which helps to support their emerging understanding of numbers.
- Children enjoy the healthy food options offered at snack time. The childminder considers the dietary needs of individual children. She promotes children's

understanding of good oral health and ensures that children regularly wash their hands and maintain good hygiene routines.

- Children's independence is promoted. Children who are ready, dress themselves in their coats. They persevere when putting on their own shoes. Children receive lots of encouragement and praise for their efforts and achievements. This helps to raise children's self-esteem and willingness to have a go.
- Parents speak highly of the childminder and her team. They say that their children are very happy attending the 'home-from-home' setting. Parents comment on the good progress that their children make. They value the information which they receive about their child's care and learning. Parents report how the childminder helps them to continue to support their children's development at home.
- The childminder understands how to support children to be physically active. Children play in the childminder's garden, walk to school and have opportunities to explore the local community in which they live.
- The childminder plans activities to encourage children to develop their literacy skills. For example, older children confidently recognise letters in their own and their friends' names. However, during some planned activities, the childminder does not adjust her interactions to extend children's individual learning needs. For instance, when children participate in a storytelling activity together, the childminder does not always help children to explore their own ideas and make links. This reduces opportunities for children to make as much progress as possible in their development.
- The childminder supports children with their transition on to school. She arranges to meet with teachers to discuss what children need to know and do. This helps to ensure a smooth and consistent approach in supporting children's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She is aware of the signs and symptoms of abuse, including if children are being drawn into radicalisation or extremism. The childminder has policies and procedures in place that include relevant information about where to report concerns about children's welfare. She knows the procedure to follow if an allegation of abuse is made against herself, her co-childminder or her assistants. This helps to keep children safe. The childminder attends training courses to help her to meet children's individual health needs. She provides opportunities for children to learn how they can keep themselves safe. For example, older children confidently say that they will need to get out of the house if there is a fire and dial '999'.

What does the setting need to do to improve?

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

- extend children's individual learning needs even further during planned activities.

Setting details

Unique reference number	2525884
Local authority	Doncaster
Inspection number	10215058
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 11
Total number of places	6
Number of children on roll	32
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from the home of another registered childminder in Doncaster. She provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside two assistants. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed and evaluated the quality of education.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents 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 on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022