

Childminder report

Inspection date: 22 July 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 develop a love of reading. They sit beside the childminder and have fun as they listen to the story of 'Handa's Surprise'. The childminder threads through different areas of learning as she reads with children. For example, the older children count the fruit in the basket and talk about the fruits that they like and dislike. They discuss the different colours and textures of the fruit. Younger children excitedly point at the pictures. The childminder helps children to learn the concept of new words. For example, during the 'Dazzling Diggers' story, she explains to children what 'levers' are when they see an illustration of them in the book. The childminder praises children when they repeat new words, such as 'hippopotamus'. Children talk about the differences between the animals during a matching game and know that crocodiles have very sharp teeth. The childminder skilfully answers children's questions. She challenges children successfully to reach the next stages in their learning in readiness for the eventual move on to pre-school and school.

Children are cared for in a safe, welcoming and stimulating play environment. Their good health is addressed well by the childminder. For example, she provides nutritious snacks and meals. The childminder builds solid bonds with the children in her care, and they develop a strong sense of emotional well-being. Effective settling-in procedures, agreed with parents, help children to feel emotionally secure from the onset of their care. Children behave well and play cooperatively. They play well together in imaginary play situations, including the role-play area, which has been turned into an ice-cream parlour.

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

- The childminder devises an effective curriculum, overall, for children in her care. Children make good progress across the seven areas of learning in accordance with what they already know and can do. The childminder observes children and assesses their stage of development. She uses her assessment and what parents tell her to plan so that children are challenged effectively in their learning and development.
- The quality of education is good. The childminder supports children's speech and language development well. She speaks clearly and uses repetition of language to help children say words correctly. Children benefit from positive levels of discussion and support to help them learn.
- The childminder engages parents in their children's development and learning in the setting and at home. She keeps parents well informed about their children's progress and encourages parents to share information about achievements that they have observed. Parents are very happy with the provision. They say that children thrive in the childminder's care and comment on how much their

children learn.

- Children gain knowledge of their local community and the world around them. They enjoy local nature walks and meeting up with their friends at community playgroups. They learn about the importance of road safety as they walk to and from school.
- The childminder demonstrates a clear commitment to improving her knowledge and skills. Since registration, she has completed a variety of training courses, and meets other early years workers, which helps her to keep her early years knowledge up to date.
- The childminder provides opportunities for children to complete tasks on their own. For example, before they eat, the childminder reminds children to wash their hands and explains why they need to do this. This helps children to understand the importance of carrying out good hygiene routines. At lunchtime, children are encouraged to create their own sandwiches.
- The childminder plays alongside children and they make use of the environment on offer to them. Children are very eager to independently select the resources and choose the direction of their play. However, the childminder is not always highly responsive to children's requests, such as to play outside, in order to extend their learning even further.
- The childminder's practice promotes children's resilience. She teaches children to take appropriate risks and reminds them to play safely. For example, she reminds children not to run when they go to wash their hands for snack. However, during some other aspects of their play, she does not fully explain to children why their actions are inappropriate and how their actions may impact on the other children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with the local safeguarding partnership procedures. She has a secure understanding of child protection issues and a thorough awareness of how to report concerns to protect children's welfare. She attends regular training to ensure she is up to date with the latest information for keeping children safe from harm, including the 'Prevent' duty. The childminder makes sure that her home is clean and well maintained. She ensures that the play equipment is appropriate for the ages of the children and that they are supervised closely. She carries out thorough daily risk assessments of her home and garden to ensure that all areas are safe for children to access.

What does the setting need to do to improve?

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

- follow children's interests more closely to ensure they remain motivated and

interested in their learning

- extend children's knowledge of safe practices as they play and how their actions may affect other children.

Setting details

Unique reference number	2533805
Local authority	Doncaster
Inspection number	10208526
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 3
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and is located in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for some bank holidays and family holidays. The childminder holds qualified teacher status and a suitable home childcare qualification. The childminder provides early education funded places 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living on the premises.
- The inspector spoke to children to gather their views and she took account of parents' written views about the provision.

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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