

Childminder report

Inspection date: 1 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

The childminder and her assistants have high overall expectations for children. This includes children in receipt of additional funding and those who are working below developmental expectations. Children enter the setting with great levels of energy. They happily say goodbye to their parents and settle quickly. Children are eager to welcome visitors and talk to them with confidence. Children move around the safe home with ease and readily approach the childminder, who warmly interacts with them. This helps children to feel emotionally secure. Children readily select what they want to play with. The childminder and her assistants provide an inclusive setting and adapt the curriculum effectively. All children progress in their learning and develop certain skills that prepare them for their future learning.

The childminder and her assistants plan and deliver opportunities for children to learn about the local community and natural world. For example, children love to visit the allotment and learn how to grow vegetables. They explain that when seeds have soil and water they will 'grow big'. These hands-on experiences provide meaningful learning. Children readily select what they want to play with. They are eager to play outside with the tactile activities provided. Children delight in testing out their ideas and develop early mathematical skills while doing so. For example, they transport water to the mud kitchen, skilfully filling up pots and jugs and pouring them into different-sized bowls. Healthy home-cooked meals are provided and any allergies or food intolerances children have are acknowledged.

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

- The childminder uses information she obtains from her assessment of children's learning to plan their next steps. The next stages of learning are carefully sequenced to ensure that children make good progress. The childminder identifies children with special educational needs and/or disabilities and who, therefore, may need additional support. She works with other professionals to ensure that an appropriate support plan is in place. This means that she can provide learning that is relevant.
- Children behave well. They understand the rules and boundaries. When children are struggling to regulate their behaviour, the childminder takes appropriate action to support them. She is patient and calm and allows children time to calm down before supporting their emotions and reminding them of the rules. This helps children to manage their feelings effectively.
- The childminder keeps up to date with current research. She uses this information to support her curriculum planning and to ensure that children make good progress. The childminder finds out what the children's interests are. She uses this information to plan purposeful activities that engage children. However, at times group activities are too large or too lengthy and not matched

to each child's stage of development. Some children lose interest. For example, at welcome time and 'tiny talkers' younger children become distracted, which frustrates the older children.

- Children delight in joining in with action songs that support their communication skills and physical development. For example, while singing their 'superhero' song they develop good hand-to-eye coordination and small-muscle strength, in readiness for early writing. They delight in activities, such as 'dough disco' and squeeze and roll their dough as they dance and move to the music. They follow instructions and develop good listening skills.
- The childminder plans visits to her home to help new children settle well. She engages with other settings children attend and shares relevant information, so that learning is seamless. For example, she plans children's transitions to school well in advance, which helps them to settle quickly and flourish in their new environment.
- Parents and carers report positively about their children's experiences with the childminder. They receive information about the time children spend at the childminder's setting and about how to support their own child's learning at home. For example, parents comment on how she supports them with potty training ideas. Parents comment that the childminder goes 'over and above' and provides a home-from-home setting, where they feel happy that their children are very happy and safe in her care.
- The childminder and her assistants support children to be independent. For example, they encourage children to tidy-up toys as they sing their familiar 'tidy up' song. Children confidently eat their meals with forks and drink from their personalised cups with their names and familiar picture on. Children independently wash their hands and know the importance of using soap to get rid of any germs on their hands. Good hygiene routines are embedded in practice.
- The childminder evaluates the practice alongside her assistants, and all adults complete further training. There are future plans to provide a greater focus on training that will further strengthen teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants give the utmost priority to promoting children's safety and welfare. As part of this, they complete a wide range of training. The premises are safe and secure and they have in-depth knowledge of possible indicators of abuse. The childminder fully understands how to report concerns of a child protection nature. This helps her to keep children safe from potential harm. Safeguarding forms an essential part of the childminder's recruitment of assistants. They attend training as part of their induction and keep this updated thereafter. They practise fire evacuations and teach children effective road safety.

What does the setting need to do to improve?

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

- improve the organisation of group activities to provide the oldest children with greater levels of challenge and optimise younger children's learning in line with their stages of development.

Setting details

Unique reference number	2537533
Local authority	Doncaster
Inspection number	10215243
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 9
Total number of places	18
Number of children on roll	24
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a formal home childcare qualification. She offers funded early education for two-, three- and four-year-old children. She employs two assistants.

Information about this inspection

Inspector

Rachael Barrett

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 setting.
- 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 during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as an assistant.

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