

# Childminder report

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Inspection date: 7 October 2021

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at this nurturing provision. They have formed close bonds with the adults who care for them. This is because the childminder and other adults support children's emotional well-being through their warm and caring approach to them. Children are familiar with the childminder's routine which is helping them to learn to be responsible for tasks such as tidying up after themselves. For example, before moving to another room, the childminder asks the children what they need to do first. They know that they need to tidy up and do so independently. Children enjoy building towers together with building blocks. They take it in turns to build the towers and laugh as they knock them down. This helps to support children's social development as they practise taking turns with their friends. Children enjoy reading stories together and anticipate what might happen next. Adults support this by reading stories and asking questions to develop children's interest and excitement in sharing books. This supports and extends the children's literacy skills.

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

- The childminder and her assistant work well together and regularly support each other to develop their teaching skills. They do this through having discussions about what is working well, and they consider areas for development. The childminder evaluates her practice and considers additional training which may support her teaching skills. For example, both her and her assistant are undertaking additional qualifications and training in childcare.
- The childminder supports families well and has developed good partnerships with parents, which supports children's social and emotional development. For example, she has considered the impact of the COVID-19 pandemic and supported children who had time off during this time. Since children have returned, she has recognised new and emerging needs of the children. The childminder considers these needs when planning the next steps in children's learning and development.
- The childminder considers children's physical development and supports young children who are learning to walk and run. She does this using bicycles and ball pits during outdoor play. Furthermore, she makes use of open spaces in the local community, such as parks and fields.
- The childminder and her assistant support, through effective teaching skills, those children who are learning to talk. They give children opportunities to extend their language during their play. For example, adults repeat back what children say and add in additional words to extend children's vocabulary. However, there are sometimes missed opportunities for the youngest children to develop their early language skills. Adults do not always recognise when children as young as two years are attempting to demonstrate new words that they can

say. This occasionally stops these youngest children from adding to their vocabulary.

- The childminder and her assistant set high expectations and speak to children in a calm manner and in a way that children of all ages can understand. Therefore, children's behaviour is good.
- The childminder sequences children's learning and builds on what they already know and can do. For example, young children are supported effectively to move from using a high chair to sitting confidently at the table to eat meals with their peers.
- The childminder focuses on children's social and emotional well-being and development. She does this because she knows the children well and has recognised that this is where children need the most support. For example, children who may be reluctant to try new foods or take risks are encouraged to do so through careful consideration of their individual needs. That being said, the childminder needs to consider how such a focus may limit children's access to a broad curriculum which supports all areas of learning. For example, during adult-led activities, children are not always given opportunities to be independent. This can limit the opportunities children have to be curious and excited about what they are learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities in relation to safeguarding. They understand signs and symptoms of abuse as well as wider aspects of safeguarding, such as the 'Prevent' duty. They have systems in place which support them to appropriately respond to any concerns about children. The childminder works in partnership with the local authority to keep her knowledge up to date. Both the childminder and her assistant understand their responsibilities in relation to allegations against staff.

## What does the setting need to do to improve?

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

- consider how adults can build and develop children's language more effectively, particularly for the youngest children whose language is beginning to emerge
- ensure that a broad curriculum is provided for all children, and particularly consider how the curriculum can be further developed to support all children's developing curiosity and independent learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2538887                                                                           |
| <b>Local authority</b>                             | Doncaster                                                                         |
| <b>Inspection number</b>                           | 10209661                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 17                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Hexthorpe, Doncaster. She operates all year round from 6.30am to 10pm, Monday to Saturday, except for family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Aimee Hill

### 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 her evaluation of the setting.
- The inspector carried out a learning walk with the childminder.
- The childminder took part in a joint observation with the inspector.
- The inspector held discussions with the childminder and her assistant.
- The inspector observed the children.
- The inspector reviewed documentation.

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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