

Childminder report

Inspection date: 25 May 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 provides a welcoming and relaxed home environment where children feel safe and secure. Children and their families build trusting and warm relationships with the childminder from the start. This helps children to settle in quickly and feel confident in the childminder's care. The childminder acts as a positive role model to children with her kind and nurturing approach. She consistently reinforces the expectations of children's behaviour and teaches them to be considerate towards others. Children's behaviour is good.

Children make good levels of progress and develop the skills that they need for their future learning, overall. The childminder completes accurate observations and assessments of children's learning. She uses this information to monitor children's progress and identify what they need to learn next. However, the childminder does not always fully consider the individual needs of younger children and their stage of development when planning the curriculum. This means, on occasions, children do not have opportunities to develop their knowledge and skills during some activities, such as creative craft activities.

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

- The childminder has effective procedures in place to evaluate her practice. For example, she seeks feedback from parents and children to help identify areas to improve and maintain her good level of service. The childminder networks with other professionals to share ideas and good practice. She accesses regular training courses to help keep up to date with current developments.
- The childminder makes the most of opportunities to develop children's mathematical knowledge and skills. For example, she encourages children to measure and compare different-sized train track pieces. Children race cars and make predictions about which vehicle will travel furthest. The childminder teaches children to measure the distance each vehicle has travelled to work out which has travelled faster.
- Children enjoy listening to stories and singing nursery rhymes. The childminder uses her good questioning skills to encourage the more confident communicators to join in with retelling familiar stories. However, she has not considered ways to enrich opportunities for the less confident communicators and those with emerging communication skills during these activities.
- On occasions, younger children are not fully included in all activities, such as play dough craft activities. This leads to some children losing interest and requiring more attention from the childminder, which takes her attention away from children who are enjoying the activity.
- The childminder plans a range of experiences and outings for children to access throughout the week, such as visits to the park, community groups and points of

interest in the local area. This helps to enrich children's lives and provides them with opportunities to develop their social skills and friendships even further.

- Children become increasingly independent and learn how to manage their own self-care needs. For example, they learn how to dress and feed themselves independently. This helps to prepare children well for their future learning and eventual move to school.
- Children enjoy the time they spend outdoors playing in the fresh air and exercising. They develop good physical skills and coordination as they learn how to operate swings independently. The childminder understands how to help babies develop the muscle tone and strength needed for walking. For example, she provides activities that encourage them to walk around furniture and stand for longer periods.
- Children benefit from the strong partnerships the childminder builds with parents and external professionals. For example, the childminder shares detailed information with parents about their children's progress and ways to support their learning at home. She promptly links parents to outside agencies when any gaps begin to emerge in their children's development. The childminder works closely with other settings the children attend to promote a consistent approach towards their learning. This helps to ensure children receive the additional support that they need in their learning from the earliest point.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and understanding of how to safeguard children and protect them from risk of harm. For example, she can confidently recognise the signs and symptoms of abuse. She understands the procedures to follow to report concerns about a child's welfare or in the event an allegation is made. The childminder completes regular training to keep up to date with a wide range of safeguarding matters.

What does the setting need to do to improve?

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

- consider the individual needs and stage of development of all children when planning the curriculum and activities
- enrich opportunities to promote all children's vocabulary and emerging communication skills.

Setting details

Unique reference number	2546922
Local authority	Doncaster
Inspection number	10219608
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Campsall area of Doncaster. She opens Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7am to 6.30pm. The childminder holds a relevant early years qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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 provider.
- 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 and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector talked to children and parents at appropriate times during the inspection and took account of their views.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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