

Childminder report

Inspection date: 9 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 settled and feel secure in the childminder's care. They are developing into confident individuals who enjoy playing and socialising with their peers. The childminder supervises children closely and reminds them of behavioural expectations. This helps children to learn to play safely and behave well. The childminder works in partnership with parents and other providers to share and exchange clear information. This enables her to meet children's individual needs and build on their prior knowledge and skills. For example, following children's interest in chopping up wooden fruit in the home corner, the childminder planned real-life opportunities for children to develop these skills further. At snack time, children are provided with safety knives. Younger children enjoy practising their cutting skills, whereas older children skilfully cut their own fruit up.

The childminder plans a range of outings and lots of outdoor play opportunities to develop children's learning. For example, trips to the library provide children with opportunities to develop their love of books. Children learn about planting and growing vegetables and fruits in the childminder's garden. This helps children to learn where food comes from, and it also encourages children to try new foods as they eat what they have grown. The childminder uses the opportunity to discuss and promote children's awareness of healthy eating.

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

- Children's communication and language are developing well. The childminder continually chats to children as they play and supports them to hold conversations with her. She asks questions, introduces new words and repeats words, all of which contributes to supporting children's growing vocabulary.
- The childminder monitors each child's progress to ensure that she promotes all areas of learning. She has a clear idea of what she wants children to learn next and plans experiences to support children in these areas. However, as the childminder understands how activities can promote lots of different areas of learning, this sometimes results in the main learning intention not being focused on enough. For example, the childminder has identified children's next steps are to support them with their accurate counting of objects. During a planned activity with animals, while some counting is promoted, this is quite brief as the focus becomes lost as other areas, such as communication and language, take over.
- Children are inquisitive learners who are confident to access their play resources and make choices. The childminder engages in children's play and guides their learning through positive interactions.
- Following children's interest in animals, the childminder planned a trip to the farm. She then built on this experience by planning a range of interesting

activities for children to engage in. When playing with the pretend farm animals, children have great fun with the pigs getting dirty in the mud. Children proceed to take the duck out of the pond as they explain how the pigs need to get clean. Children are encouraged to name the animals and to recall what they saw at the farm.

- During planned trips to forest school sessions, children engage in lots of physical play. They also develop their imagination as they go on story walks where they collect their own natural resources to make popular characters from the story being read. Children's communication and literacy skills develop as they are encouraged to recall the story.
- The childminder skilfully encourages children to keep on trying when they say they cannot do something. This supports children's resilience, and they are proud of their achievements. However, at other times, the childminder provides children with solutions to problems, instead of asking for their ideas. For example, when a child picks a strawberry up and tries to cut it up, they tell the childminder that it is difficult to cut. The childminder does not ask the child how they could solve this issue, she advises the child to put the strawberry onto the plate as this will make it easier for them to cut.
- The childminder works in partnership with parents. She discusses ideas with parents about how they can continue to promote their children's learning at home. Parents confirm they are happy with the care and learning their children receive. They feel that the childminder has supported their children to make progress. They also feel that their children receive lots of valuable, new experiences through the range of outings the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

Children are supervised well. The childminder continually risk assesses all areas to ensure that children remain safe from harm. During outings, the childminder promotes children's awareness of road safety. The childminder has a good knowledge of child protection. She is aware of a wide range of possible indicators of abuse, and she understands what to do if she has any concerns about a child's well-being.

What does the setting need to do to improve?

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

- encourage children to think through and find their own solutions to problems they encounter in their play
- ensure that activities remain focused on what children need to learn next, so that they are consistently supported to build on what they already know.

Setting details

Unique reference number	2561069
Local authority	Doncaster
Inspection number	10219601
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	0 to 4
Total number of places	6
Number of children on roll	5
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 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children learning.
- Parents shared their views of the setting with the inspector.

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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