

Childminder report

Inspection date: 22 August 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 curious. For example, they follow the childminder as she goes to answer the door. They peep around her to see who is there. The childminder introduces the inspector, but they remain a little reserved. In time, the older children begin to interact. They take construction pieces to her, begin to join them together and ask for help. The childminder quietly observes this and praises them for including their visitor. This helps children to build their good self-esteem. Younger children observe the interaction while remaining close to the childminder for reassurance.

Children proudly show off their letter recognition skills. The childminder makes good use of home-made props to revisit words they already know. She then raises the challenge by introducing new words. The childminder helps children to identify letters. She helps them to make links with names and words that are familiar to them, such as 'm' for 'mum'. Children enjoy outings to parks and woods. They look under bark to find insects and worms. Children know to leave the acorns for squirrels to eat. The childminder is quick to recognise younger children's attempts at communication. She responds with simple words and smiles, then repeats the more distinguishable words. This promotes their early communication skills.

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

- The childminder explains that her educational programme of activities is aimed at preparing children for school. This includes promoting the older children's communication skills, to help them become confident communicators. Alongside this, she provides lots of opportunities for children to make friends. As they interact with others, they learn to share, take turns and manage their own behaviour.
- The childminder is clear about what she wants children to learn. Her observations of what children achieve help her to identify what they need to learn next. For example, she observes that some children are good at reciting numbers one to 10. For their next challenge, children match quantities to numbers. Children rise to the challenge, but they are unable to focus for long. The childminder recognises that they are tired and asks if they want to have a rest. They lie down and are quick to fall asleep.
- The childminder encourages children to recall past events, such as their birthdays. They talk about dressing up as their favourite action hero for their party. This helps children to feel special.
- Younger children know when they need a sleep. They find their comforters and lie down in their pushchairs for a rest. After their sleep, they lean in for a cuddle from the childminder until they feel more awake. This shows that established routines help to promote children's health and well-being.

- Children learn about good hygiene practice. They wash their hands before sitting down together for their lunch. They enjoy their lunch outside. Children choose a filling for their sandwiches. When they drop food onto the floor, they know that they cannot eat it.
- Parents say that they are happy to go to work knowing that their children are well looked after, safe and happy. They say that their children adore the childminder and look forward to their day. Parents like that their children do lots of craft activities and that they play with other children.
- The childminder has arranged her home to promote children's independence and choice. Children are well supervised. They move between the indoor and outdoor environments, choosing what they wish to do.
- The childminder makes good use of her teaching skills. However, she sometimes rephrases questions too quickly or answers them herself. This does not give children time to think things through and respond with their own answers.
- The childminder provides lots of outdoor equipment. However, there is a vast duplication of these resources. As a result, outdoor learning experiences are more generally aimed at promoting physical development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedures she must follow should she feel a child is at risk of neglect or abuse. She is clear about the roles of the local authority designated officer and social care. She is aware of aspects of child protection, such as county lines. The childminder confidently discussed the 'Prevent' duty and why it is in place. She has the contact details of relevant agencies, and she knows her responsibility regarding notifications to Ofsted. The childminder carries out daily visual checks of her environment, resources and equipment to make sure they are safe for children to use.

What does the setting need to do to improve?

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

- help children to process their own thoughts and respond with their own answers
- focus more precisely on how to use the outdoor space more effectively and enrich children's experiences even further.

Setting details

Unique reference number	2574645
Local authority	Doncaster
Inspection number	10225972
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Dunscroft area of Doncaster. She operates all year round, from 7.30am to 6pm, except for Christmas, bank holidays and family holidays.

Information about this inspection

Inspector

June Rice

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 provider.
- The childminder discussed her curriculum and what she wants children to learn.
- The childminder discussed the intended outcome for children in a planned activity, observed by the inspector.
- The inspector looked at relevant documentation.
- The inspector took account of children's and parents' views.
- The inspector observed the quality of education during activities indoors and outdoors. She assessed the impact this has on children's learning and development.

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