

Childminder report

Inspection date: 21 October 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 safe, comfortable and well cared for in this setting. The childminder has created a stimulating environment where children can express themselves and experience new activities. She works closely with her mother, who is also a childminder. Together, they evaluate their practice to meet the needs of individual children. Children have opportunities to play and explore. The childminder introduces activities that engage and challenge children. For example, children use their hands to explore the texture of powder paint. They enjoy getting messy, mixing the paint with water and painting the garden walls.

The childminder promotes a love of books with children. She chooses books that incite children's interest and curiosity, and changes these regularly. Children choose a picture book and sit in the cosy corner turning the pages. Children recognise that printed words and pictures have meaning. They follow the pictures as they babble. The childminder follows children's interests and offers them different activities each day. She links activities to the seasons and events. For example, children read about a leaf hunt and begin to recognise the different shapes of leaves in the natural environment. The childminder is sensitive to children's emotional needs. She recognises that children's behaviour is a demonstration of their feelings. The childminder gets down to children's level and is calm, responsive and kind.

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

- Children are supported to develop healthy lifestyles. They have space and freedom to play and exercise. Children walk to school each day and make weekly visits to playgroup, messy play, local parks and woodland. They make regular trips further afield to local attractions and woodland. In the school holidays, children use the bus to go on outings.
- Children share healthy meals and snacks each day. Children eat together at the table, make choices, use cutlery and help each other. This helps children to develop their independence. Children learn to use good manners, such as they say 'please' and 'thank you'.
- The childminder chooses to keep an album of photos of children's activities. Children enjoy looking at photos and remembering the visits which they have made and activities that they have enjoyed, such as baking in the kitchen. The childminder shares photos with each family through an electronic app. This helps parents to know what their children are learning.
- The childminder works in partnership with parents. She gathers information from parents and observes children to identify their starting points in learning. The childminder identifies strategies to support each child, such as teaching children to speak clearly and repeat words accurately. She reads clearly and pronounces words correctly. The childminder sensitively shares ideas with parents so that

they can support their children's learning at home.

- The childminder has a vision and clear values. Children are encouraged to share, take turns and respect each other. The childminder uses stories about other cultures and backgrounds with children to help to promote diversity and inclusion.
- The childminder is dedicated and well organised. She has a clear understanding of the intent, implementation and impact of the curriculum. The childminder carefully monitors children's progress, identifying what works for each child and how individual children learn. If she identifies a gap in children's development, she seeks advice from other professionals to achieve best outcomes for all children.
- The childminder has a very close connection with the local school. She has participated in training to improve her knowledge of early years and attends training to improve the outcomes for children in her care. The childminder has plans to enhance her knowledge of early childhood development to continually develop her early years practice.
- The childminder has a vision for her practice that includes focusing even more on the natural environment and using natural materials. However, she has not yet developed the outside areas so that children who prefer to learn outdoors can have access during all weather conditions.
- Parents speak very highly of the childminder. They appreciate the good communication and the information shared. Parents say that the childminder is nurturing and that their children's confidence has grown in a short time at the setting. The childminder has developed links with other childminders, the quality improvement team and the local safeguarding partnership to benefit the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear and thorough understanding of safeguarding procedures. She knows the types of abuse and recognises the possible signs and symptoms of abuse. The childminder knows how to make a referral and where to get more guidance and support. She keeps up to date with information from the local safeguarding partnership. The childminder has completed training about safeguarding and paediatric first aid. She carries out risk assessments of all areas to make sure that children are safe. There is a well-equipped first-aid box and the childminder takes a first-aid bag with her on outings. She records accidents and shares these with parents, and keeps attendance registers up to date.

What does the setting need to do to improve?

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

- continue to develop knowledge and understanding of early childhood development
- extend opportunities outside for those children who prefer to learn outdoors.

Setting details

Unique reference number	2583885
Local authority	Doncaster
Inspection number	10251070
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	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Sprotbrough area of Doncaster. She provides care 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 three- and four-year-old children. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Caroline Brooks

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas used for childminding and gave an outline of the daily routine.
- The inspector spoke to children during the inspection.
- The inspector observed interactions between children and the childminder.
- The inspector held several discussions with the childminder and looked at relevant documentation.
- The inspector took account of the views of parents through written feedback provided.

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