

Childminder report

Inspection date:

22 September 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 develop well in this welcoming, safe and homely environment that the childminder has created. They are very happy, relaxed and content. Children form strong bonds with the childminder and show that they feel safe and secure in her presence. For example, children are confident to explore and happy to talk to visitors. Younger children seek cuddles and comfort from the childminder, as needed.

Children listen respectfully to the childminder and behave well. The childminder is a positive role model. She has high expectations of children and supports them to develop good manners. The childminder uses clear boundaries with the children. She is quick to respond to behaviour that is not acceptable. For example, children are reminded to share and take turns. Children listen and follow simple instructions, such as bringing their fruit to the table at snack time. They receive meaningful praise for their achievements. This helps children to grow in confidence and develops their self-esteem.

The childminder supports children to be independent from an early age. They are encouraged to put on their coats and shoes. Children make choices about their learning and select resources themselves. At snack time, children make good attempts to peel and cut their banana independently and butter their toast. This means children develop skills they need and become confident in their own ability.

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

- The childminder completes training to maintain her skills and knowledge, to work effectively with children. She reflects on her practice and evaluates the effectiveness of her setting. The childminder liaises with other professionals to share ideas and good practice. She uses what she has learned to improve outcomes for the children. For example, she has recently completed training to strengthen her knowledge in early years and develop her educational programme.
- Children go on regular trips in the local community and learn about the wider world. For example, they regularly enjoy trips to the boating lake to feed the ducks. The childminder meets up with other local childminders and their minded children to offer additional experiences. She also attends local playgroups, which enables children to socialise with their peers.
- Overall, children make good progress in their communication and language skills. The childminder continually talks with the children as they play, which builds on their vocabulary and extends their understanding. All children are confident to express their wants and needs. For example, young children ask for 'more banana' at snack time. However, at times, the childminder does not help

younger children to pronounce words clearly so that they are understood, or to help enrich their vocabulary.

- The childminder has developed good links with the local pre-school and nursery that are attended by children in her care. She encourages continuity of learning. For example, she gathers information from teachers on what children are working on at school and then plans her activities to support this. This means children develop essential skills in readiness for school.
- The childminder provides a broad and balanced educational programme that is based on the children's interests. She has a good knowledge of children's development and assesses their progress to identify what they need to learn next. The childminder carefully plans activities based around children's next steps to build on their knowledge. However, she does not always support children to develop and extend their mathematical knowledge. For example, she does not make frequent use of mathematical words or help children to practise their counting skills during play.
- The childminder has created an outdoor space where children can practise their physical skills, enjoy the fresh air and explore. For example, younger children scoop sand and search for hidden shells, which develops their smaller muscles. Children access experiences with confidence, excitement and determination.
- Partnerships with parents are good. Parents speak very highly of the childminder. For example, they say that she provides a welcoming environment, with lots of varied and enjoyable activities for their children. The childminder shares information about their children's day. However, she recognises that she could do more to maximise opportunities to help parents to build on their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs and symptoms of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder understands a wide range of safeguarding aspects, including how to identify possible indicators that families are exposed to extreme views and behaviours. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder supervises children well.

What does the setting need to do to improve?

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

- make use of opportunities during interactions with children to fully extend their mathematical learning and development
- extend the good partnership with parents to provide more opportunities for

them to be involved in supporting their children's learning at home

- provide experiences to help younger children to develop their communication skills, with a particular focus on the pronunciation of words and extending vocabulary.

Setting details

Unique reference number	2584095
Local authority	Doncaster
Inspection number	10220655
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 8
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 Doncaster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 her evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children. The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- A joint observation was completed by the childminder and the inspector, indoors during a planned activity.
- Parents shared their views on the setting with the inspector.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.

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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