

Childminder report

Inspection date:

7 December 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 very happy and do well in the childminder's setting. They enjoy playing together and making new friends. The childminder has a sensitive and loving manner. She is very responsive to children's different needs. Children build strong bonds with her, which promotes their emotional well-being. The childminder provides an excellent range of high-quality resources that motivate children to explore, both inside and in the garden. Children grow in confidence over time and develop high levels of independence. They select the resources they want to play with during the sessions. They take good care of these resources and thoroughly enjoy helping with tasks, such as clearing away their plates after lunch.

Children who speak English as an additional language are extremely well supported. The childminder finds out what languages are spoken at home, as part of her induction arrangements. She uses key words in these languages, which helps children to settle very quickly. The childminder promotes positive attitudes about the diverse ways in which people live in the modern world. She teaches children about the different customs and celebrations of the families in her setting. Children begin to understand and respect the similarities and differences between themselves and others.

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

- Children are physically active for much of the day. The childminder knows that some children's physical skills have been affected due to restrictions during the COVID-19 pandemic. Consequently, she has reviewed the plans in her educational programme for children's large-muscle skills, to focus on building their core strength and coordination.
- The childminder supports children's early literacy skills very well. She takes children to the library and provides books for children to take home. She plans times during the day to read to children. Children look forward to listening to familiar and new stories. They develop a love of books and enjoy acting out the stories as they play.
- Parents express very positive views about the setting. They know their children are learning many new skills, such as cooking. Parents are full of praise for the different ways the childminder promotes healthy practices, for example the meals and snacks she makes for children.
- The childminder has a clear view of her strengths and a high level of commitment to her professional development. She has excellent induction arrangements for new assistants. The childminder continues to develop their skills and knowledge over time, to ensure that children receive consistently high-quality care.
- The childminder plans an educational programme that is ambitious. She

identifies the key skills and knowledge she wants children to have mastered by the time they leave to go to school. However, at times, the childminder does not focus on precisely what she wants children to learn. She teaches a lot of new information in a short time and children sometimes find it hard to maintain their concentration.

- Children are fascinated as they explore the natural world in the garden and on visits in the local community. They learn how to grow fruit and vegetables and then use them as ingredients for cooking. The childminder teaches children the names of the different birds that they observe. Children understand that it is important to care for animals and plants.
- The childminder has good partnerships with the local school, which some children also attend. She exchanges relevant information, providing consistency for children's care and learning needs.
- Children develop good friendships in the setting. They play together, sharing ideas and resources. The childminder praises children for their kind behaviour and good manners. She encourages children to carefully listen to each other during group times. Children learn to take turns in conversations which helps them develop their social skills.
- The childminder has strong and respectful partnerships with parents. She ensures they are well informed about their child's time in the setting. The childminder provides useful ideas to support learning at home. Parents value all the information she shares with them to support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of local safeguarding procedures. They recognise the signs that would cause them to be concerned about a child's welfare. They know who they need to contact to report a concern. The childminder carries out all the appropriate checks to ensure her assistants are suitable. She follows safer recruitment guidance when seeking new staff. The childminder's home is well maintained and only accessible to appropriate people, such as parents. The childminder carries out regular checks to minimise any potential hazards. All visitors are required to read information about the childminder's safeguarding arrangements, before they enter the setting.

What does the setting need to do to improve?

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

- review how new information is taught to children so that they have time to understand and put this firmly in place, to then successfully build on what they know and can remember.

Setting details

Unique reference number	2592445
Local authority	Doncaster
Inspection number	10251286
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bessacarr, Doncaster. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged three and four years. The childminder holds qualified teacher status. She works with assistants.

Information about this inspection

Inspector

Rose Tanser

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistants.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.

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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