

Childminder report

Inspection date: 19 June 2023

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 happy in this warm and friendly home-from-home environment. The childminder provides a caring, nurturing approach and children are valued in her care. Children form strong relationships with the childminder. They know that she is there to help if they need support or feel unsure. This helps children to build secure attachments, which nurtures their confidence and well-being.

The childminder has high expectations of children and knows them well. She plans her curriculum around their individual needs and interests. Children of all ages are happy and well motivated to learn. For example, they enjoy using spades to scoop sand into toy diggers. The childminder encourages younger children to take part and explore the sand with their hands.

Children behave well and respect others. The childminder is a good role model. She reminds children to use their manners and be kind to one another. The childminder teaches them about rules and boundaries, such as using 'kind hands'. She praises children for their good behaviour throughout the day. This builds their self-esteem and confidence well.

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

- The childminder assesses children's progress through ongoing observations. She plans appropriate next steps for their development. Children benefit from a childminder who is enthusiastic and gets involved in their play to extend their learning. For example, during imaginary play, children invite the childminder to join in and make her a 'cup of tea'. The childminder challenges them to name the colours of the cups. This helps children to make good progress and be ready for the next stage in their learning.
- The childminder supports children to develop healthy lifestyles. Children have opportunities to develop their physical skills each day. They have access to a well-equipped outdoor area where they enjoy a range of activities, such as football. Children enjoy regular walks to the local park to climb and balance on more challenging play equipment. The childminder provides children with healthy snacks and water throughout the day. She ensures that their packed lunches are healthy and well balanced.
- Overall, the childminder supports children's communication and language skills well. She speaks to them during their play and models simple words to them. Children begin to repeat the words which they hear, which helps them to process and make connections to what they see. However, on occasion, the childminder does not give children time to think and respond to the questions she asks.

- The childminder supports children to develop their early mathematical skills. She weaves mathematical concepts, such as counting, through different activities and daily routines. For example, the childminder models language to describe quantity. She asks children if they are going to 'fill' their containers with sand and if they want 'more'.
- Partnerships with parents are good. Parents speak highly of the childminder and the care which their children receive. They say the childminder is very supportive. The childminder shares information with parents about their children's experiences at the setting. For example, she holds daily discussions to share ideas to encourage parents to continue children's learning at home.
- Children are encouraged to become independent learners. They have opportunities to do things for themselves throughout the day. For example, children make choices in their play and select resources themselves. However, the childminder does not consistently encourage children to carry out simple tasks for themselves. For example, she wipes their noses, picks up items they have dropped and washes their hands for them. This does not promote children's independence as much as possible.
- The childminder demonstrates a genuine enjoyment of her work. She is committed to her ongoing professional development. For example, she has recently completed training to develop her knowledge of adverse childhood experiences. The childminder implements what she has learned to develop her skills and improve outcomes for the children. In addition, she liaises with other childminders and professionals to share ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to keep children safe. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes relevant training in safeguarding and is aware of her role and responsibilities. She can talk with confidence about what she would do in a range of scenarios. The childminder is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of how to keep themselves safe.

What does the setting need to do to improve?

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

- allow children time to speak and time to answer questions, to further develop their language and communication skills
- provide opportunities for children to develop their independence skills further.

Setting details

Unique reference number	2596676
Local authority	Doncaster
Inspection number	10289274
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 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

Jennifer Cowton

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- A joint observation was completed by the childminder and inspector during a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector observed a range of activities and interactions between the childminder and her children, to help to evaluate the quality of education.
- The inspector held a discussion with 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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