

Childminder report

Inspection date: 12 January 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this setting. They benefit from a carefully thought out learning environment that is highly stimulating and motivates them to learn more. The well-designed curriculum has communication and language at its core and focuses on what children already know and can do. By the time children move on to school, they have superb foundations for their future learning. For example, children have excellent communication and early writing skills. They competently answer questions and are independent in their self-care. Children are resilient and confident around other children and adults.

Children behave particularly well because they are given clear guidance by the childminder. This helps them to understand the impact their actions have on others and how they should expect to be treated. Children demonstrate high levels of concentration when they become immersed in their learning. Throughout their play, they are supported to make connections between the wealth of learning experiences the childminder provides. For example, children learn about their community when they go the shop and use money to purchase fresh vegetables. They learn that some vegetables are only grown in winter. They think about the clothes they need to wear to go outside in the winter, which supports their understanding of self-care. Children make links to their trip to the wildlife park, where they saw polar bears and learned about the wider world.

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

- The childminder has an in-depth understanding of how children learn. She works highly successfully with parents and other settings to ensure there is a consistent two-way flow of information about children's progress. Parents access an online system where they can see photographs of their children involved in activities. The childminder links these to the seven areas of learning and gives parents ideas to continue learning at home.
- The childminder chooses a range of core books carefully to ensure they focus on children's interests and next steps. For example, children learn the importance of personal hygiene through stories. This enhances the knowledge they acquire through embedded daily routines. Children are more willing to relinquish their dummy when they see favourite characters in stories doing so. The childminder talks to children about their similarities and differences. For instance, they compare their reflections in a mirror. They discuss that they have similar features, such as two nostrils.
- The childminder provides exceptional support for children's communication and language skills throughout their play. She engages them in discussions about their family and activities they do at home, such as gardening with parents. The childminder is perceptive to children's cues. She follows their lead as they move

into role play. The childminder pretends to be a patient. They talk about children's relatives who are doctors. Children re-enact real-life experiences, such as using a thermometer. Their conversations during play demonstrate a vast vocabulary for their age.

- The childminder plans innovative activities that capture children's interest and curiosity. For example, they attempt to make igloos from ice cubes. She skilfully uses language to describe what the children are experiencing, such as 'cold' and 'freezing'. Children observe how ice cubes melt when they warm up, and they find that, when they try to make an igloo, they are too slippery. The childminder's careful planning is demonstrated when she provides children with sugar cubes to make the igloos instead.
- The childminder introduces mathematical language throughout children's play. She shows them that some igloos are 'oval' shaped. They discuss that a cabbage is very 'heavy'. The childminder talks about objects that are similar in colour or shape. Children make comparisons between objects that are smaller or shorter. The childminder provides children with a ruler, and they discuss measurements.
- The childminder promotes children's imagination and creativity exceptionally well. She expertly uses questions to encourage them to share their knowledge and ideas. For example, children think about the resources they need for painting. They think about the colours in a rainbow and talk about colours that are light and dark. Children experiment as they mix colours to make purple.
- The childminder demonstrates a strong commitment to her own professional development. She is keen to attain new skills and continually evaluates her practice to improve the care and learning she provides.
- Parents describe the childminder as thorough and informative. They say she has excellent expectations for children. Creative activities help children to thrive, and the childminder works with parents to help children achieve their milestones. Parents talk about trips filled with fun activities and brilliant ideas to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2644469
Local authority	Doncaster
Inspection number	10305084
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	2 to 11
Total number of places	6
Number of children on roll	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Doncaster. She operates Monday to Thursday, 9am to 6pm, and Friday, 9am until 3pm, all year round, excluding bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision, as well as their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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 2024