

Childminder report

Inspection date: 4 April 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 develop excellent personal, social and emotional skills in the care of the childminder. The childminder is highly skilled at building children's character and teaching them about feelings. She asks them how they are feeling and why. Children in turn ask the childminder about their feelings.

The childminder focuses on teaching children skills that help them to build relationships. When children need to practise turn taking, she purposefully provides one of each tool during an activity. This helps children to negotiate and work together. They say 'thank you' to each other and the childminder praises their good sharing. At the end of the activity, the childminder encourages children to reflect on what went well and whether they did good sharing. Children feel valued and have high self-esteem.

The childminder has high expectations for all children. Learning opportunities are varied and ambitious. She provides opportunities for children to practise their fine motor skills. They use scissors and practise with zips, buttons and clips. They write letters in the post office and signs for their flower shop. This is helping children to develop their early writing skills. Children use a wide range of vocabulary. They are confident communicators and speak with fluency and clarity. Children develop a love of books through sharing interesting stories and visiting the library with their own library cards.

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

- The childminder has an in-depth knowledge of how young children learn. She precisely focuses on the skills she wants children to have by the time they go to school. For example, she wants them to have high self-esteem and to have a love of learning. She supports this by encouraging children and providing many opportunities for them to try out their own ideas and practise their skills.
- The childminder carefully plans her curriculum for children to ensure that it builds on children's existing skills, sparks their interest and teaches them new skills and knowledge. All children make excellent progress in all areas of learning.
- The childminder is highly skilled at teaching children mathematical concepts. Children know that if you take one away from four, that this makes three. They count in twos up to 20 and can recognise and order numbers up to at least 10. They recognise basic shapes and know how many sides they have. The childminder introduces more complex shapes when children put four squares together. She says that they have made a 'cube'. Children develop excellent mathematical knowledge and skills.
- The childminder goes above and beyond to ensure that children enjoy and

explore their community. They enjoy an exciting range of experiences where they learn about the world around them. They travel on buses and purchase their own tickets. They visit local farm shops and learn about where some food comes from. They find out about the local postman and milkman and learn about what they do. They learn about the world around them.

- The childminder repeats back what children have said and learned so that they remember over time the new knowledge they have learned. This ensures that children's learning is fully embedded before they move on to something new.
- The childminder is skilled at using open-ended questions to get children to solve problems and think for themselves. For example, children come up with solutions to chop down their flowers when they will not fit into the plant pot or using a pot with no holes so that the soil does not fall out. Children develop excellent critical-thinking skills.
- Parents say that their children develop important skills. They say they become polite, caring and respectful individuals. They say that this is because the childminder gets to know them well and tailors learning and experiences to meet their needs. They are well informed of their children's learning so that they can continue this at home.
- The childminder evaluates her practice very well. She precisely focuses on areas of teaching that she wants to develop. For example, recent training in teaching mathematics has really helped her to enhance her own teaching skills. This in turn has helped children to make exceptional progress in their mathematical development.

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	2650314
Local authority	Doncaster
Inspection number	10332889
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Cusworth near Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a formal childcare qualification equivalent to level 3.

Information about this inspection

Inspector

Aimee Hill

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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