

Childminder report

Inspection date:

1 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder is kind, caring and attentive. She develops warm relationships and close bonds with children. Children show they are settled and happy, particularly when they can make choices about what to play with. The childminder provides toys, puzzles and materials, such as sand, at her house. She takes children on daily outings, such as to the park, shops and school. She reminds children to keep together and follow road safety rules when walking along pavements. These experiences help children to get to know the locality and how to keep themselves safe.

The childminder observes children, sometimes, and has a basic understanding of their development. However, she does not use this information to plan activities to build on what children know and can do. This results in children not making the progress they are capable of. Children quickly lose focus as activities are not planned to support their interests, learning styles or next steps. Furthermore, she does not ensure that any assistants working with her have appropriate skills, knowledge and a clear understanding of their role and responsibilities in order to provide good quality care and learning for children. Overall, the childminder can talk about what she wants children to learn, particularly regarding their physical skills and independence. However, she has not yet developed an ambitious, well-sequenced curriculum for all children.

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

- There are weaknesses in how the childminder plans, sequences and teaches the curriculum. For example, younger and older children are expected to do the same activity despite their different ages and stages of development. In activities, the childminder plans to teach children to count objects, create pictures and stick materials together. However, she does not talk to the children about what they need to do, give clear instructions or model counting. This leads to children being confused and the childminder completing the sticking herself. Therefore, children do not learn what the childminder has planned to develop as confident learners.
- The childminder has some assessment procedures in place. However, she does not consistently use assessment information to plan the curriculum. She assesses children's progress at two years old and gives parents a copy, but does not use this information herself to inform planning. Additionally, she does not fully consider what she wants children to learn from activities, which can lack focus and challenge. Therefore, children do not make as much progress as they could do.
- The childminder ensures that any assistants she works with complete some training, for example in safeguarding, first aid and some aspects of the early

years foundation stage. However, the childminder does not offer further training opportunities and supervision sessions to ensure that assistants can provide good quality care and learning to children.

- Children enjoy singing and dancing to songs and nursery rhymes. The childminder chats with children as they play. She works with parents and speech and language therapists to encourage children to speak for themselves.
- The childminder provides water to drink and healthy snacks. She teaches children to wash their hands after using the toilet and before eating. She encourages children to try vegetables at lunchtime. The childminder takes children out into the fresh air daily. These experiences support children's health and well-being.
- Children develop their physical skills when the childminder takes them to play at the park. They learn to walk up and down steps and use the slide and swings. They learn to balance and kick as they play football. At the childminder's setting, children use crayons to draw and colour. These experiences help children to develop their small and large muscles and learn to control their bodies.
- The childminder promotes children's independence. She encourages children to eat using cutlery, wash their hands and use the toilet independently. Such skills help children with the skills they need when they move on to school.
- Children behave well and enjoy their time at the setting. The childminder encourages positive behaviour by regularly reminding children of the rules when playing. For example, she reminds children to share and take turns with toys.
- Parents are happy with the love, care and support provided for their children. They feel that they are well informed about the daily activities and experiences. Parents state they are supported by the childminder. For example, they praise the childminder for helping their children to stop using a dummy and to use the toilet independently. Parents feel this helps children be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop a challenging curriculum that is sequenced and builds on children's interests and what they know and can do	01/07/2025

use information from assessments of children's learning and development to sharply focus experiences on individual children's next steps	01/07/2025
ensure assistants have appropriate training, skills, knowledge and a clear understanding of their role and responsibilities in order to support good quality care and learning.	01/07/2025

Setting details

Unique reference number	2697688
Local authority	Doncaster
Inspection number	10380419
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Doncaster. She employs an assistant. She provides government funded places for childcare. The childminder operates from 6.30am to 5pm, Monday to Friday. The childminder has a relevant level 3 qualification in early years.

Information about this inspection

Inspector
Ruth Mason

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum and what they want the children to learn.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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