

Childminder report

Inspection date: 28 February 2025

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

The childminder carefully plans the environments, inside and in the garden, to promote children's independence. She gives children time to follow their particular interests, such as creating structures with blocks. Children demonstrate much perseverance, for example, as they try to build a tall and stable tower with the blocks. The childminder is very responsive when she observes children trying to achieve an outcome. She offers the right level of support, without taking over. Children continue to feel empowered, which strongly promotes their confidence and self-esteem.

The childminder is consistently calm and caring in her manner. Children respond positively to her approach and demonstrate good levels of well-being. They make strong emotional bonds with the childminder. Children are very cooperative, for example, when the childminder asks them to tidy the toys before they all go outside. The childminder encourages children to share the popular resources. She asks children to think of solutions, for example, when they want to play with a toy at the same time. Children begin to learn the importance of considering the needs of others, as well as their own. They gain the skills that help them to make good friendships with others.

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

- The childminder wants the very best for children and their families. She asks for their views and values their feedback. The childminder uses this information, as well as her own reflective practice, to prioritise future improvements. She demonstrates a strong commitment to her professional development and continues to develop her skills and knowledge.
- The childminder identifies children's starting points in development as part of her induction arrangements. She uses information from parents and carers and her own observations to plan the starting points of her curriculum. The childminder has high aspirations for all children. She knows what knowledge and skills she wants them to master when they leave her to go to school. For example, she wants children to be able to communicate their feelings and ideas confidently.
- Children demonstrate a love of books. They are engrossed as the childminder reads their favourite stories. Children eagerly turn the pages and join in with the phrases they remember. The childminder nurtures children's imaginative play through the stories they share. For example, she organises a tea party for children, based on the story, 'The Tiger Who Came to Tea'. Children gain a deep understanding of how stories are structured.
- The childminder is skilled at observing children's interests in everyday events. For example, when children discover ice in the garden, she encourages them to feel it and explains that it is 'frozen water'. Children start to understand some

features of the world around them. They learn new words to support their developing language skills.

- Children learn about their own community. The childminder organises regular visits, for example, to the library and wildlife park. She takes them to local playgroups, where they can meet other children and make new friends.
- The childminder generally supports children's learning effectively. For example, she precisely plans the curriculum sequence for children's mathematical development. Children learn to confidently count in order and name common shapes. However, the childminder has not fully considered how to sequence the curriculum across all areas of learning to plan for children's next steps in learning.
- The childminder promotes children's health and safety effectively. She plans regular times for children to play outside. The childminder takes children to local parks, where she teaches them to sensibly manage risks as they play on new equipment. The childminder provides healthy and balanced meals. She works closely with parents to support children who have certain food intolerances.
- Parents are very positive in their views of the childminder's provision. They are confident that their children are safe and happy in her care, which provides them with much reassurance. Parents know the childminder is passionate about meeting their children's care and learning needs.

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

- develop the curriculum intent, so it is coherently sequenced across all areas of learning, to maximise the learning opportunities for children.

Setting details

Unique reference number	2708651
Local authority	Doncaster
Inspection number	10376269
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 11
Total number of places	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Doncaster. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a level 6 qualification. The childminder offers government funded childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including her curriculum intent.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and read recent testimonials to gain their views on the childminder's setting.

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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