

Childminder report

Inspection date: 27 May 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 children are extremely settled in the childminder's care. They benefit greatly from the childminder's caring interactions and build strong bonds with her. This supports them to move confidently around the interesting environment and explore the wide range of resources that are easily accessible. Children display good behaviour in the setting. They copy the childminder's positive contacts and mirror her good manners. They respond well to her praise.

Children have access to a range of resources to promote their physical development. They use chunky chinks to practise their mark-making and fine motor skills. They use the outdoor area to practise walking on different levels and promote their ability to balance. Children have opportunities to access the local community and play facilities, which contribute to their ongoing physical development.

Children's learning is tailored to their interests. The childminder knows the children well and their preferred ways of learning. She recognises those children who benefit from outdoor activities and ensures a range of activities is available both indoors and outdoors. The childminder offers a curriculum that concentrates on activities that build on children's existing knowledge and skills. This contributes to children making good progress in their development.

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

- The childminder knows what she wants children to learn and the skills they need in preparation for school. She focuses her curriculum on children's language development and promoting their independence. She encourages children to become confident in their interactions with their peers and build on their social skills. Children attend a range of play sessions to facilitate this.
- The childminder enables children to develop their communication and language skills well. She provides an ongoing dialogue as children play and as they go about their daily routine. The childminder uses repetition to help children to hear fuller sentences and build on their developing vocabulary. Children spontaneously sing familiar songs, and the childminder joins in as they go about their play.
- Children are exposed to mathematical language. They learn about quantities and 'more and less' as they fill, scoop and pour in the water tray. They learn about 'up and down' as they push the car on the hill. Young children learn basic counting skills. They routinely count with the childminder as they play, and this becomes embedded.
- The childminder enables children to learn about healthy food choices. She provides a range of healthy meals and talks to children about what is good for

them. However, the childminder has not fully implemented ways to support children further to learn about oral hygiene.

- The childminder supports children to become confident learners and develop their independence. They freely access the range of activities that is available, according to their interests. Young children are helped to put on their shoes and wash their hands. The childminder ensures that children have the required skills for the next stage in their learning.
- The childminder knows the children well. She accurately assesses their development using guidance to contribute to her assessment. She identifies the next steps in their learning to focus her curriculum. The childminder works with parents to support the children's learning at home, ensuring a consistent approach to children's learning and development.
- The childminder ensures that her premises and any outings are carefully risk assessed to ensure children's safety. She ensures that the environment is prepared for children's arrival. Children contribute to ensuring that the premises are safe as they help the childminder to tidy away their toys. The childminder has fire safety equipment in the home; however, she has not recently completed fire drills to promote the children's understanding further.
- The childminder has not fully reflected on her practice and areas she might like to develop. She has not considered how feedback from others could contribute to her self-evaluation to continue developing her provision and strive for ongoing improvement.

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:

- revisit fire drills with the children to promote their understanding of fire safety further
- implement ways to support children's understanding of oral hygiene further
- consider ways of obtaining feedback from parents and others to contribute to self-evaluation and strive for continuous improvement.

Setting details

Unique reference number	2727026
Local authority	Doncaster
Inspection number	10392869
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 8
Total number of places	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Doncaster. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to the children and the childminder during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector viewed a range of documentation that contributes to the management of the 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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