

Childminder report

Inspection date: 11 June 2025

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 very much enjoy visiting this setting. They arrive very happily and receive a warm welcome from the childminder. The childminder has created a homely and calm environment, where children and their parents and carers feel at ease. Interactions between the childminder and children are authentic. She asks children real questions so that they are accustomed to thinking and using language to respond. The childminder knows children and families extremely well. Children talk with affection about their families as they settle. The childminder gives children time to think and express their ideas so that interactions are meaningful and unhurried. As a result, children feel valued and are confident and curious learners. Children make remarkable progress in their language, understanding and speaking skills.

The ambitious and well-planned curriculum focuses on children developing their communication and language, confidence, social skills, independence and expressing themselves. The childminder observes children's interests, personalities and learning styles. She is knowledgeable about how children learn. The childminder offers resources and activities as 'invitations' for children to engage, play and learn. She designs specific next steps in learning for children. Children explore themes about nature and the seasons. They start the day reading together and explain what they have learned about caterpillars. Children are captivated as they count the caterpillars, speculate about how the butterfly will emerge and learn new words, such as 'pupa' and 'cocoon.'

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

- Children are inspired by regular visits to the allotment, where the childminder encourages them to explore and learn about growing vegetables. Children talk animatedly about pulling up potatoes. They taste spinach from the allotment and say that it tastes 'green'. The childminder skilfully extends children's thinking and language with questions, such as, 'What else tastes green?'
- The childminder encourages children to explore ideas through trial and error. Children enjoy a wide variety of resources and play opportunities inside and outside. They are engrossed as they pour water into sand. The childminder gives children time to experiment and focus for prolonged periods of time. Children learn to respond to their own physical needs as they get messy and wet.
- Children have a clear routine and know what is happening now and next. The childminder gives children responsibilities so that they develop their independence. For example, she encourages children to bring chairs to the table and serve each other with snacks. The childminder gives children space and time to complete real tasks, such as pouring milk from the carton. She recognises children's behaviour and gives purposeful and specific praise. As a result,

children know that they are important.

- Children learn about values and manners, such as when they sing and take turns. The childminder adapts activities so that all children are involved. Babies sit on the childminder's lap and bounce and babble with the songs. Children sing gleefully 'at the tops of their voices'. They learn to lead and anticipate as they learn to do the actions faster and slower.
- The childminder values children as individuals. Children help to register themselves and explore similarities and differences. They enjoy crafts, songs and celebrations that promote their understanding of diversity. This helps children to respect each other and are kind.
- The childminder has developed excellent partnerships with parents. She shares information in daily conversations and on apps. In addition, the childminder consults with parents about the provision and makes changes to continually improve, for example, by providing a home-cooked lunch for children.
- Parents say that their children are thriving in this setting. They relish the sense of ease as they bring children. Parents comment that they know that the childminder offers the highest quality of care and a fantastic early education. They say that children have progressed massively, especially in their communication and language. Parents particularly value the home-cooked food and that their children spend lots of time outdoors.
- The childminder is dedicated and professional. She works sensitively to support children with special educational needs and/or disabilities. The childminder identifies any possible delays in children's learning swiftly. She shares information with parents and works with other professionals to make referrals.
- The childminder constantly strives to enhance her practice and knowledge. She engages with training and constantly evaluates her practice to create an inspiring learning environment for children. The childminder shares her ideas, practice and knowledge with other childminders.

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	2727396
Local authority	Doncaster
Inspection number	10399041
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 5
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2023 and lives in Doncaster. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for bank holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained the curriculum and how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed the interactions between children and the childminder.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector in discussion and written feedback.

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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