

Childminder report

Inspection date: 12 June 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

Children are happy with the childminder. They gather around her to share a story, which she reads with enthusiasm. The childminder uses opportunities within stories to remind children about how to be kind to friends. The childminder works closely with a co-childminder. They both know the children exceptionally well and they operate a key person system to ensure they can meet children's individual needs. Children have their own pegs. At mealtimes, they have their own placemats that they have decorated themselves. This gives children a sense of belonging.

The childminder places a focus on supporting children to understand how they are feeling. For example, the childminder asks children if they are feeling sad when they cannot open their play dough. The childminder has high expectations for children's behaviour. She supports them to tidy up when they have finished playing. Children behave well and understand a range of rules and boundaries that are in place.

The childminder takes children on a range of meaningful trips and outings. For example, they visit local woodland to further support children's physical development. This also helps support children to manage risk for themselves in a space different to the childminder's garden. Children make good progress throughout their time with the childminder.

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

- The childminder uses a range of assessments, alongside her own professional judgment, to identify any gaps in children's learning. She has a good understanding of the referral process to ensure she seeks additional or specialist support where necessary. The childminder works in collaboration with parents to ensure they receive updates on how their child is developing.
- The childminder plans a range of activities to support children's next steps. For example, children use a range of tools, such as spray bottles and small hammers, to attempt to break ice blocks. Activities are planned to ensure all children can take part. However, during adult-led activities, the childminder and co-childminder both focus on extending the learning of older children within the group. As a result, older children are effectively challenged. However, younger children are not consistently well supported. This means that they get bored and walk away from the activity.
- Parents are happy with the childminder and feel their children 'thrive' and make good progress. Children's individual achievements are celebrated and shared with parents. Children receive a 'Butterfly of the Week' certificate, which celebrates specific milestones, such as, when they begin taking their first steps. The childminder shares children's next steps so parents can help support these

at home.

- The childminder supports children's transitions to school. They visit local schools to support with the initial transition and settling-in period. The childminder ensures children are well prepared for school. For example, children are supported to develop a range of self-help skills, such as putting on their own shoes. The childminder takes and collects children to and from their local pre-school. However, information about children's learning and development is not shared between the settings. This hampers the ability to provide children with fully effective continuity in care and learning.
- The childminder effectively supports children's language skills. She sounds out initial letters from words and ensures her language is clear for children who are beginning to talk. The childminder takes time to answer questions children may have. For example, she explains, sometimes, fences blow down in the wind. She provides children with questions to develop their understanding. For example, children guess what might happen if they leave ice out in the sun. They enjoy returning to the ice to find puddles of water.
- Children behave well in the co-childminder's home. Children suggest they should tidy away toys before they play outside so the playroom is tidy when they return. Children are kind to each other. For example, older children support younger children to put on their hats..
- The childminder is reflective and always looking at ways she can improve her practice. The childminder and co-childminder have a clear development plan in place. They seek feedback from parents through questionnaires to support them to reflect on their provision. The childminder completes a range of training to ensure her knowledge and practice remains up to date.

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:

- ensure adult-led activities consistently support and challenge children of all ages so they remain fully engaged in learning
- share relevant information about children's learning and development with local schools that children attend so continuity in care and learning is fully effective.

Setting details

Unique reference number	2727693
Local authority	Doncaster
Inspection number	10405843
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	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Cusworth. She operates Monday to Friday, all year round from 7.30am to 5pm, except for bank holidays and family holidays. The childminder provides government-funded childcare. She holds an appropriate childcare qualification at level 3 and works with a co-childminder.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- 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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