

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 have formed good bonds with the childminder. They are happy and feel comfortable to sit and cuddle with her when they wake from a nap. Children feel a sense of belonging in the childminder's home. They have a newly introduced self-registration board where they place their name card. This also supports child to recognise their name.

The childminder uses books to help children understand how others are feeling and label a range of emotions. For example, children look at faces displaying different emotions in books. The childminder skilfully asks questions about how the faces in the book might be feeling. The childminder awards children with a 'Butterfly of the Week' certificate. These share special moments or milestones with parents and celebrates children's successes.

The childminder develops children's understanding of risk through visits to local woodlands. They engage in a range of nature-based activities, such as, making houses for bees. The childminder has high expectations for children's behaviour. She supports this well. For example, she gently reminds children to take turns and share the toys. Consequently, children are developing high levels of respect for each other. They happily share their play dough and ensure their friends have enough tools.

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

- The childminder works with a co-childminder. They both know the children exceptionally well and operate a key person system to ensure they meet children's individual needs. The childminder uses assessments to identify what children need to work on next. These also help to identify any gaps in children's learning and keep parents informed of their child's development. She works with her co-childminder to ensure children can access additional or specialist support if necessary.
- The childminder supports children with transitions to school. She has created a book to support children who will be attending the local school. The book includes a range of photos, such as photos of the teachers and the classrooms. This helps children become familiar with the school before they start. The childminder has formed good working relationships with the local pre-school which children attend. However, she does not routinely share information about children's learning and development. This means that children do not benefit from a shared approach to their learning.
- The childminder effectively supports children's early mathematical skills. She supports children to count items and further challenges them to tell her how many items there are without counting. She models a range of language, such

as longer and shorter, to develop children's mathematical vocabulary.

Additionally, she asks children how many cups they think they need for the number of children. This helps to support children's problem-solving skills.

- Activities are well planned to support children's individual next steps. These are fun and most children remain engaged in activities for long periods of time. However, during adult-led activities, the childminder remains focused on supporting older children. This means that younger children do not remain engaged in the activity and valuable learning time is lost.
- The childminder supports children's communication and language well. She teaches children new words and explains their meaning. She explains what a 'puffer fish' is within a story. She explains how it gets bigger when frightened. Children develop new vocabulary, which they use later within their play. For example, children explain they are making a galaxy out of play dough.
- The childminder effectively supports children's independence skills. She encourages them to put their shoes on by themselves before playing outside. Children show kindness towards their friends when getting ready to go outside. For example, older children support younger children to put their hat on.
- Partnerships with parents are strong. They would recommend the childminder and her co-childminder to other parents. They feel their children 'thrive' in their care. Parents value the photos they receive daily and updates on their child's development.
- The childminder is reflective and continuously striving to make improvements to her provision. She regularly reviews the areas of learning within her home to ensure she is making the best use of the space she has available. The childminder undertakes a range of training to ensure her knowledge and practice remain 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:

- share relevant information about children's learning and development with other settings that children attend so there is more continuity in children's care and learning
- refine the implementation of adult-led activities to ensure children of all ages are supported effectively and remain engaged in their learning.

Setting details

Unique reference number	2727697
Local authority	Doncaster
Inspection number	10399746
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	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Cusworth. She works with a co-childminder. The childminder 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 and holds an appropriate childcare qualification at level 4.

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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