

Childminder report

Inspection date:

8 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the childminder has taken swift action to improve her setting. She has completed a thorough risk assessment of the setting to ensure children are safeguarded from potential hazards. She has adapted the environment, fully evaluating the needs of children and taking these into consideration.

Children benefit from strong attachments with the childminder and her assistant. They settle quickly on entering the setting and know the routine of the day. Children spontaneously hug the adults and benefit from the extremely caring interactions. This contributes to their feelings of emotional security and enables them to build on their confidence to explore and be enthusiastic in their learning.

Children benefit from regular outings and access to the local community. This promotes their understanding of the world. Their physical development is promoted through visits to the park and forest, giving them opportunities to run and climb. Children are able to practise their fine motor skills through craft activities and mark making in preparation for progressing their writing skills.

The childminder skilfully adapts activities to meet the individual learning needs of all children. She adjusts her questioning and language during story time to promote children's development and encourage engagement. The childminder and her assistant know the children very well. They use assessment to track children's development and identify their individual learning needs. Consequently, children make good progress in this setting.

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

- The childminder creates a curriculum that focuses on children's language development and their social development. The childminder knows what she wants children to learn in preparation for going to school. She ensures children can express themselves, be confident in their learning and form relationships with their peers.
- The childminder has good arrangements in place to monitor children's progress from their starting points. She obtains sufficient information from parents and uses her own frequent observations to assess and evaluate children's learning. This enables her to create a curriculum that is tailored to individual children.
- The childminder strives to enable children to develop their communication skills. She supports parents to seek external help for speech and language difficulties. She ensures she uses pronounced vocabulary and slows her speech to help children understand sounds and words. The childminder focuses on 'words of the month' in relation to the chosen topic. This allows her to introduce new and less familiar words to the children.

- Children largely play well together as they learn to share and take turns. The childminder supports them to navigate their feelings and encourages cooperative play in the exciting learning environment. Staff use respectful language and manners to enable children to copy them. Children respond well to praise and encouragement. However, the childminder does not give explanations for unwanted actions. For example, although children are asked not to throw toys, reasons for this are not given.
- The childminder and her assistant support children by building on their confidence and self-choice. Children independently access the exciting and wide range of resources. They demonstrate that they are able to wash and dry their hands and access their drinks with minimal assistance. They gain an awareness of personal hygiene and being healthy.
- The childminder reflects on her practice, seeking feedback from parents and carers to contribute to this. She knows the improvements she would like to make to continue to engage and excite children in their play. She ensures her professional development and training is focused on the needs of the children, to give maximum impact.
- The childminder is skilled at identifying any concerns about children's development, seeking professional support as needed. She understands the individual needs of children and uses proven strategies to support children when additional support is required. The childminder works well with parents, providing ideas to extend and build on children's learning at home. She assists them in helping their children to reach their full potential.
- The childminder builds strong relationships with parents. Parents are complimentary about the guidance and support the childminder gives them, supporting their individual family circumstances. Parents value the regular updates regarding their child's development and feel well informed about their progress.

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 children's understanding of safe practices by helping them to be aware of why we do things and giving explanations to help them make sense of our actions.

Setting details

Unique reference number	2727767
Local authority	Doncaster
Inspection number	10415971
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	0 to 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 June 2025

Information about this early years setting

The childminder registered in 2023 and lives in Cusworth, Doncaster. She operates all year round, from 8am to 5pm, Monday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 4, and her assistant holds a childcare qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are 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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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