

Childminder report

Inspection date: 22 August 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 childminder delivers a well-planned, broad and balanced curriculum that promotes children's independence, happiness and readiness for school. Children know the routine well. On arrival, the childminder encourages their independence as they take off their shoes and hang up their jackets. This encourages children to take responsibility for their belongings. Children enjoy making choices in their learning activities. They confidently interact with the childminder and seek cuddles and reassurance from her when needed. They develop skills and behaviours they will need in their next stage of learning. Children listen carefully to instructions and show care and respect as they play. They create a dinosaur using play dough and focus on activities for long periods of time. They are enthusiastic learners who like to explore and investigate. For example, they create orange juice from the fresh oranges they have peeled.

Children enjoy free-flow access to the child-friendly garden, which they access in all weathers. They enjoy frequent outings and new experiences that promote their understanding of the world. For example, children enjoy visiting the local library and borrowing books to read at home. The childminder attends activities planned through the local church. This provides children with opportunities to develop social skills as they play in a larger group and form new friendships. The childminder uses opportunities in the local community to teach children road safety skills and stranger danger.

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

- The childminder has a good overview of her curriculum and what she wants children to know and learn to prepare them for school. She uses information gathered from parents alongside her observations to track children's progress. The childminder identifies children's next steps in learning and ensures that any gaps are addressed swiftly. This ensures that all children make good progress from their starting points.
- The childminder supports children's language development generally well. She introduces new words to add to those that they already know. For example, the childminder teaches children words such as 'herbivore', 'omnivore' and 'extinction' as they play with dinosaurs. Children confidently use these new words as part of their ongoing play. The childminder exposes children to a wide vocabulary to extend their language skills. She reads them their favourite storybooks and joins in with their singing and rhyming activities.
- The childminder poses interesting questions to children as they play. However, she does not consistently give children enough thinking time to process the questions and respond to them to extend their learning and understanding further.

- Children develop their early mathematics skills. The childminder supports them in counting and learning about numbers. For instance, as they play in the water tray, she discusses how heavy items sink and lighter objects float. Children learn about colours and shapes as they play alongside the childminder.
- The childminder embeds a culture of diversity and inclusion. She values children's backgrounds and teaches children about similarities and differences. The childminder teaches about different religions and cultures, and promotes additional languages that children speak. For example, children try traditional foods and go on trips in the local community, where they begin to learn about the wider world.
- The childminder models expected behaviour. She talks to children in a calm and caring manner and gives clear explanations. Children know what is expected of them and listen well. The childminder is sensitive and kind, and shows real interest in what children have to say. Children readily engage with her and have confidence that they will receive the support they need.
- The childminder teaches children about healthy lifestyles. Children have daily opportunities to practise their physical skills in the garden and at the park. They love building assault courses, which increase their balance and coordination skills. The childminder provides nutritional meals and encourages children to try new foods. Children understand the importance of cleaning their teeth and following good hygiene routines, such as effective and thorough handwashing.

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:

- enhance support for children to develop their communication and thinking skills further.

Setting details

Unique reference number	2732194
Local authority	Doncaster
Inspection number	10399535
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	3 to 7
Total number of places	6
Number of children on roll	4
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 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachael Barrett

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 curriculum has been implemented and the impact that this has had on the children's learning.
- The children communicated with the inspector during the inspection. The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their written views of the setting with the inspector.
- 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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