

Childminder report

Inspection date: 10 July 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 demonstrate high levels of confidence in this warm and welcoming setting. The childminder has developed a rich curriculum, which is sharply focused on the skills children need to learn next. She adapts activities to reflect children's ages and individual abilities.

The childminder provides lots of opportunities for children to develop their problem-solving skills and independence. She is supportive in her actions. For example, as children attempt to transfer water using a pipette, the childminder gives them clear and step-by-step instructions. She encourages children to persevere until they complete the task. The childminder and children then celebrate their achievements together. This approach helps to ensure that all children make swift progress in their development and encourages children to be resilient.

Children develop secure attachments and display a strong sense of belonging in the setting. The childminder recognises the importance of building children's emotional security so they can actively participate in further learning. She is calm and nurturing in her approach. Children readily go to the childminder for cuddles and comfort. Interactions with children are of a high quality. As a result, children become deeply engrossed in their play and have positive attitudes to their learning.

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

- Children display high levels of confidence and self-esteem. They are willing to try new things, with the childminder on hand to offer support. The childminder encourages children to have a 'can-do' attitude and gives them the confidence to embrace new challenges.
- Children relish their time outside in the childminder's secure and purposeful garden. They demonstrate good physical dexterity as they ride balance bicycles, roll balls down pipes and enjoy chasing their friends. The childminder supports children to take appropriate risks as they play. This builds children's confidence and resilience and gives them a sense of achievement when they succeed.
- Children benefit from an environment rich in language. The childminder narrates on children's play and tests their recall. This helps children to swiftly build their vocabulary. The childminder introduces children to new words, which she repeats and encourages them to use. For example, when playing with pretend animals, she teaches children new words, such as 'scales' on a snake.
- Children develop good hygiene practices and independence. They know to wash their hands after using the toilet, before meals and after petting the family dog. Children confidently put on their own hats and shoes and persevere with trickier shoes. The childminder gives children time to manage their self-care tasks and offers an abundance of praise. Children grow in their independence and learn to

manage their personal care needs well.

- The childminder embeds mathematical concepts into everyday routines by providing various opportunities for children to count, sort and compare. For instance, she encourages children to count the balls as they roll them down the drainpipe and sort them into colour groups. The childminder regularly introduces mathematical language into children's play, using words, such as 'taller, smaller' and 'higher'. This helps to ensure that mathematics is a secure area of learning before children move on to their next stage.
- The childminder is a good a role model and children behave well. However, the childminder is not consistent when implementing boundaries. For example, on occasion, she praises children for doing something that they have been asked not to do. This can leave children confused about what is expected of them.
- The childminder recognises the importance of networking to share knowledge, ideas and good practice. She has developed good relationships with local childminders. The childminder liaises with the local school that most children in her care transition to. However, she does not communicate with other schools that some children will move on to. This does not help to provide continuity in children's needs and learning when they move on to their next stage of learning.
- Partnerships with parents and carers are strong. Parents feel well supported and are kept up to date with their children's progress. By working together, parents and the childminder create a supportive environment that addresses children's individual needs and promotes their all-round development.

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:

- set clear boundaries so that children know what is expected of them
- build positive relationships with other professionals to provide continuity in children's learning.

Setting details

Unique reference number	2743494
Local authority	Doncaster
Inspection number	10405873
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 9
Total number of places	9
Number of children on roll	29
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Askern, Doncaster. She operates all year round, from 7am to 5.45pm on Monday to Thursday, and from 7am to 5pm on Friday, except for bank holidays, family holidays and two weeks at Christmas. The childminder works with two assistants at a time. She provides government funded childcare.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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 the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their 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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