

Childminder report

Inspection date: 31 July 2024

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 feel very at home in the warm and stimulating care of the friendly childminder and her assistant. They learn to be happy and confident as they securely settle into well-established and exciting routines throughout the day. They make good progress overall and develop the skills and understanding they need for their later life and learning. For example, children learn to identify properties of different materials and develop their ordering skills as they sort their junk modelling into recyclable and non-recyclable objects after listening to the story 'Who Swallowed Stanley' about a plastic carrier bag.

Children are safe and very well behaved. For example, as part of their summer project, children learn about the importance of using sun cream and keeping safe near water. The childminder and her assistant have high expectations for every child in their care and are good role models. They help children to achieve good levels of independence, for example in dressing themselves, tidying away and handwashing and toileting. Children learn to have fun together, to listen and pay attention to adults and each other as they sing, dance and listen to the many well-told stories.

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

- The childminder plans carefully to help children systematically build on their earlier learning. She consults frequently with parents to develop their knowledge of children's achievements and interests. However, the childminder does not always fully deepen and extend children's learning as they play, for example by varying the questions she asks and building on children's responses.
- The childminder strongly supports the development of children's speech and language skills. She makes very good use of regular group times to introduce children to a wide vocabulary and help them recall a large number of traditional and modern songs, rhymes and stories. She uses pictures, sign language and puppets to very good effect to secure children's listening skills and careful attention.
- The childminder regularly reviews her practice. She is ambitious to help children make a very positive start to their education. She makes good use of training and the views of parents and children to strengthen the curriculum, teaching and learning. However, the childminder has not fully established robust procedures to monitor and further develop the work of her assistant to ensure the highest quality of provision.
- The childminder plans well to help children to understand about the world around them. Alongside her assistant, she helps children learn about festivals from different cultures and countries, try different foods and listen to songs and stories. Children develop their cutting skills and knowledge of colour as they

make flags from around the world and plot them on a map.

- The childminder and her assistant are warm and positive role models. They effectively encourage children to behave well and act with consideration for others. They praise children and encourage them to politely share and take turns. Children are helped to take increasingly good care of themselves. Parents particularly comment on the childminder's successful support for toilet training and good hygiene.
- The childminder identifies any gaps in children's learning and development at an early stage. She works closely with parents and other professionals, such as health visitors, to support children's learning. For example, she helps parents develop boundaries and routines to help children improve and manage their behaviour.
- The childminder helps children develop their mathematical skills well. Children learn to use their fingers as they sing counting songs, such as 'Ten Little Monkeys: Jumping on the Bed'. She encourages them to sort their farm animals by name, put them into the sty, stables and field, and count them in and out.
- Parents strongly recommend the childminder. They know that their children are happy and are making good progress. They welcome the frequent information the childminder shares with them about their children's development and useful booklets and newsletters to help them support children's learning at home.

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:

- strengthen curriculum planning and interaction with children to ensure all opportunities are taken to further deepen and enrich children's learning
- build on the good leadership to evaluate, monitor and support the role of the assistant to further raise the quality of provision.

Setting details

Unique reference number	2749634
Local authority	Doncaster
Inspection number	10349701
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	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Carcroft, Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and provides funded early education for two- and three-year-old children. The childminder and her assistant hold appropriate level 3 early years qualifications.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to children to find out about their time with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through their discussion and their written feedback.

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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