

Childminder report

Inspection date: 2 August 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

The childminder provides a nurturing approach when caring for children. She gets to know all children very well and provides a safe and homely learning environment. Children smile and laugh throughout the day. They respond positively to the childminder's warm and nurturing manner as she sits alongside them to support their play. Children settle immediately. They show positive attitudes to their learning and join in with activities. Children help to set the table for snack times and lunchtimes. Older children share fruit with younger children and help them to cut it up. Younger children learn to use manners in context. They say 'please' and 'thank you' when the childminder helps them. Children's behaviour is good.

The childminder plans a curriculum that she delivers in a wide range of ways. For example, children play together and role play with an ice-cream parlour. The childminder helps them to learn about colours and flavours. Children develop their social skills, for example, when the childminder encourages them to take turns when they pretend to sell ice creams. The childminder gives children opportunities to develop their hand-eye coordination, such as when they make marks with chalk. Children draw shapes and measure lines. Babies play with a tape measure, repeatedly pulling out the tape and winding it back in. They develop an understanding of action and effect. The childminder adapts the curriculum to meet children's individual needs.

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

- The childminder provides fun activities for children to develop their communication and language. She reads stories and sings fun rhyming songs with children. This helps children to develop their listening and attention skills. The childminder changes the tone of her voice when reading to capture children's attention. She encourages children to recall the story. The childminder embeds children's language before teaching them new words.
- Children have opportunities for exciting physical play. They use large climbing equipment and slides and walk to the local park. The childminder teaches children how to cross the road safely and how to manage risk as they use swings and climbing frames. Children strengthen their large muscles.
- Children wear safety helmets and pretend to play on a construction site. The childminder skilfully engages in children's play to teach them about size, shape and height. Children build towers using blocks and knock them down with diggers. The childminder supports them to develop an understanding of mathematics when they play.
- The childminder creates opportunities for children to develop their imaginations. For example, she balances a plank and encourages them to walk across it. Children excitedly talk about pretending to walk across shark-infested water and

create their own scenarios.

- The childminder has good processes for the early identification of children with special educational needs and/or disabilities (SEND). She completes assessments in a timely manner. The childminder uses early intervention strategies to further develop children's learning. Consequently, children with SEND make good progress.
- Partnership with parents is effective. The childminder develops good partnerships with parents. She shares information with parents through an online app. This helps parents to support their child's learning at home. Parents' feedback is extremely positive.
- Babies independently access areas of the home and garden. They explore soft climbing equipment and climb through a large tunnel. Babies develop their language and thinking as they excitedly play peekaboo with the childminder. The childminder encourages babies to develop their small-muscle skills, such as when they catch plastic ducks. Babies develop skills across all areas of the curriculum.
- On occasion, the childminder does not consider how to support younger children to remain engaged in their learning during child-led play. For instance, they sometimes get distracted by what their friends are playing with. This means that younger children quickly move from one activity to another and lose interest.
- The childminder celebrates what makes children unique. She encourages children to share details about themselves and their family. The childminder teaches children about different family types, genders and physical abilities. However, she has not yet fully embedded diversity in the curriculum. The childminder does not provide children with consistent opportunities to develop their knowledge of different ethnicities, cultures and communities.

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:

- support children more consistently during child-led play to help them to remain engaged in their learning
- strengthen the curriculum to broaden children's experiences of different cultures and religions and their understanding of communities.

Setting details

Unique reference number	2756562
Local authority	North Lincolnshire
Inspection number	10349478
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 4
Total number of places	9
Number of children on roll	26
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Epworth area of Doncaster. She operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder and employs two assistants.

Information about this inspection

Inspector
Jackie Ward

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 completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views on the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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