

Childminder report

Inspection date: 14 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

Children arrive happy at this welcoming setting. Since the COVID-19 pandemic, parents hand over their children to the childminder at the gate. The childminder reports the positive impact of this practice. For example, how swiftly children form close bonds and attachments with her and her assistants. The childminder considers children's emotional needs well. She offers children a safe and stimulating environment to play and learn.

Children talk about their feelings during play. They have opportunities to use a mirror to look at their facial expressions. The childminder develops children's emotional literacy with words, such as happy and sad. Overall, children behave very well. When they do struggle to share toys, the childminder engages in sensitive exchanges to resolve upset and return to balance.

The curriculum has a good impact on children's physical development. Children ride wheeled toys outside. They demonstrate their skill to manoeuvre around their friends and to use their feet and hands to push and steer themselves safely. Children carry water in small containers from one area to another. They use pipettes to suck up and squirt water onto blocks of ice. Children use a range of tools to attempt to break the ice. The childminder provides play that encourages children to think and solve problems, such as how they can release the toy dinosaurs from the ice.

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

- The childminder has a good knowledge of how to support children's early language development. For example, she plans small-group interactive sessions to help children practise their mouth movements. Children take part in lip, jaw and tongue exercises. However, the childminder does not always consider involving other professionals to help enhance her already good practice where children's speech is delayed.
- Children hold pieces of material and show how they can listen and follow instructions. They make shapes, such as circles, and show their knowledge of tempo as they move their material slowly. Children follow directions to touch their head, shoulders, knees and toes. The childminder finds creative ways to encourage children's large and small movements.
- Children have opportunities to go out into the community. They walk to the local castle and take trips on the bus. Children visit nearby country parks and feed the ducks. They show how they can recall memories. For example, they remember seeing the police officers on their outing and listening to the sirens on the police car. Children learn about nature and people who help them.
- The childminder speaks with children about different cultures and religions.

Children celebrate festivals, such as Diwali. The childminder talks with children about the differences between themselves and others, such as the colour of their hair. Also, about different family makeups and the special relationships they have with relatives, such as grandparents. The childminder supports children's early understanding of diversity and the world.

- Parents speak highly of the childminder. They say she is 'exceptionally professional, kind and caring'. Parents talk of the good progress their children make in the childminder's care. The childminder uses effective communication methods to make sure parents are informed about their child's experiences and development. The childminder shares assessments with parents, including the two-year progress check. She also provides transition documents to school when the time comes for children to move on. However, the childminder has not yet fully developed effective partnerships with local schools to enhance the continuity of learning between the two settings further.
- The childminder and her assistants consider their professional development to benefit children. For example, they complete early years child development training. Assistants also complete early years qualifications to help enhance their knowledge and practice further. The childminder is very reflective. She knows her own strengths and areas she would like to improve to raise outcomes for children.

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:

- consider working in partnership with other professionals to help enhance the breadth of support already in place where children's speech development is delayed
- promote partnerships with local schools that children attend to enhance the consistency in their learning and development.

Setting details

Unique reference number	2757609
Local authority	Doncaster
Inspection number	10349651
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 6
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Conisbrough, Doncaster. She operates all year round. Sessions are from 9am to 3pm on Mondays, from 7.30am to 4pm on Tuesdays, from 8am to 3pm on Wednesdays and Fridays, and from 8am to 4pm on Thursdays, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder 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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