

Childminder report

Inspection date: 9 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 safe, nurturing and homely environment. She places a priority on children's personal and emotional development. Children enter the setting and immediately access resources independently. They establish excellent relationships and secure attachments with the childminder and her assistant. Children regularly approach the childminder for affection and to have their needs met. These interactions are stimulating and reciprocated. Children are very happy and their behaviour is good. The childminder is a positive role model. She uses positive language and good manners consistently, and children copy this behaviour.

The childminder implements a balanced curriculum. She encourages children to develop their small-muscle skills, such as when using rollers and cutters to shape kinetic sand. The childminder challenges older children's learning. For instance, she encourages children to fill small syringes with sand and push it out to make shapes. Children develop their coordination skills when they play with balls and a dartboard. They show good concentration and engagement when completing an activity. The childminder designs the curriculum to embed children's learning. Children enthusiastically learn routines to be independent. The childminder encourages them to put on and take off their own shoes and coats when entering the home. Children do not give up when they find it tricky. They show determination and perseverance when struggling to put on their shoes. Children show great pride when they achieve a task.

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

- The childminder embeds mathematics throughout the curriculum. When children build with construction, she encourages them to count. Children develop critical thinking skills, such as when learning how to connect the shapes. The childminder teaches children about height. Children learn about weight when they balance large scales using wooden blocks. Children have opportunities to embed their mathematical knowledge before moving on to the next stage.
- Children have lots of opportunities to develop their communication and language. The childminder asks children open-ended questions. She supports children's language development and critical thinking well. The childminder encourages children to talk about what they are doing and their ideas. This helps children to consistently develop new language.
- Children develop their imaginations. For example, the childminder sets up an area for children to play the role of parents. They play with their friends and have tea parties. Children pretend to make cups of tea and go to the supermarket. The childminder extends children's thinking by asking thoughtful questions. Children recall events about their home lives, routines and shopping trips. They develop an understanding of the world.

- Children have fun opportunities for physical play. The childminder takes children to the local park. She teaches them how to cross the road safely. Children learn to manage risk, such as when they climb steps on a slide. The childminder teaches children to learn how to use hula hoops and how their body moves. They strengthen their large muscles and develop coordination skills.
- The childminder promotes healthy eating. Children enjoy freshly cooked meals with fruit and vegetables. They are excited to get involved in cooking activities such as making pizzas. Children taste new food. The childminder encourages children to strengthen their small-hand muscles when they are spreading and cutting ingredients.
- Partnership with parents is effective. The childminder shares information on children's learning and how to continue this in the home. This supports parents to be involved in their child's learning.
- The childminder teaches children about their local community. She takes children to visit places of interest, such as the library and pond. The childminder helps children to learn about different races and some celebrations. However, she does not always promote the language and culture of all children who attend her setting. As a result, children's experiences and knowledge of different cultures are limited.
- The childminder completes all mandatory training. She has good knowledge of how to support children, including those with special educational needs and/or disabilities. All children make good progress from their starting points in development. However, the childminder does not consistently undertake additional training that could support her understanding of child development further and enhance her practice.

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 further ways to help children develop an even better awareness of diversity to support their understanding of different cultures and communities
- prioritise professional development and identify opportunities to raise the quality of practice even further.

Setting details

Unique reference number	2762680
Local authority	Doncaster
Inspection number	10349703
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 7
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Woodlands, Doncaster. She operates all year round, from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childminding qualification. She works alongside a co-childminder and an assistant. The childminder offers funded early education for two-, three- and four-year-old children.

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 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.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of group activities with the childminder.

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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