

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

Children thoroughly enjoy their time in the homely environment. They arrive confidently and separate from their parents with ease. The childminder welcomes children with open arms. Children are excited to see their friends and quickly ask them to join in their play. This demonstrates that children feel safe and secure in the childminder's setting. Children form secure and meaningful relationships.

The childminder has high expectations for children's learning and development. Children have good opportunities to develop their thinking skills, mathematics and social and emotional development. For example, as they engage in an adult-led activity, the childminder encourages children to take turns and build friendships. She teaches children about colours and numbers, and older children learn about 'more than' and 'less than'. Children develop the small muscles in their hands, such as when they use tweezers to transfer dinosaurs into coloured bowls.

The childminder role models good behaviour. Children learn how and when to use manners. They copy the childminder and say 'please' and 'thank you' when asking for help. Older children recognise younger children are yet to learn certain skills, which results in them providing support to them on how to learn skills, such as how to use a hula hoop. The childminder recognises children's good behaviour and uses praise consistently. Children demonstrate a good attitude to experiences and their behaviour is positive.

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

- The childminder gets to know children well. This enables her to plan a curriculum that reflects children's individual learning needs and interests. The childminder uses her assessments to identify what children already know and what they need to learn next. This has a positive impact on the progress which children make. All children, including those with special educational needs and/or disabilities, make good progress from their starting points in development.
- The childminder provides an exciting outdoor environment to develop children's large muscles. Children play football and take turns to be the goalkeeper. The childminder teaches children how to kick the ball. She creates targets for them to aim at and hit and teaches children how to throw and catch a ball. Children develop coordination, such as when learning to perfect their balancing skills using a wooden balance board. Children develop resilience and are engaged in their learning.
- Children learn the skills they need for when they start school. They independently complete self-registration, and older children learn to recognise their name. Children hang up their personal belongings and access them when

needed. The childminder teaches children to manage their own personal needs. Children use the toilet and independently wash their hands. The childminder teaches children how to keep themselves safe on their walk to school.

- Children are excited when they play together during sensory play. They are curious as they explore different textures, manipulating them with their hands and fingers. Children persevere to transfer small gel balls into measuring cylinders.
- Overall, the childminder creates lots of opportunities for children to embed their language skills. For example, they sing rhyming songs and recall familiar words. Children engage in small-world play with cars. The childminder engages in children's play and asks them questions. However, the childminder uses a lot of closed questions during children's play, which results in them giving single-word answers. This minimises opportunities to extend children's communication development.
- The childminder gathers information from parents and partners when children start. However, she does not consistently maintain this. This results in the childminder not always being aware of changes in children's lives that impact on their learning and development.
- The childminder sees her continuous professional development as important. She attends regular training events and works with the local authority to improve her practice. The childminder is enthusiastic in reflecting on her practice to make positive changes and enhance her teaching.

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:

- develop children's communication and language skills further, such as by using effective questioning to encourage them to describe, share their thoughts and give explanations during their play
- strengthen the arrangements for gathering and sharing information with parents and professionals to maximise support for children's all-round learning and development.

Setting details

Unique reference number	2762681
Local authority	Doncaster
Inspection number	10349702
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 previously registered with a childminder agency in 2020 and registered with Ofsted in 2023. She lives in Woodlands, Doncaster. The childminder 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 qualification for childminding. 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 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.
- Children communicated with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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