

Childminder report

Inspection date: 28 July 2025

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 and are greeted by the friendly childminder. She is attentive and kind. The childminder listens to children, so that they feel valued and important. As a result, children settle well and thrive in this homely environment. The childminder sits on the floor and is constantly engaged in interactions with children. She creates a calm and uncluttered learning environment with few distractions, so that children are focused. The childminder gives children time to speak and responds with questions that extend their learning. For example, children explain the facial expressions and feelings of small-world toys, such as the 'angry' train. Children feel safe and develop a sense of belonging. This helps them to be confident and speak freely about their experiences. The childminder repeats back new vocabulary, such as 'cinema', so that children hear the correct pronunciation and can copy the sounds.

The childminder promotes a love of books and reading. Children choose from a wide range of books that reflect their interests. They choose stories for the childminder to read out loud. The childminder reads clearly and shares stories that teach children about differences, emotions and keeping themselves safe. Children listen intently and eagerly ask the childminder to read more. Children make excellent progress from their starting points in development. The curriculum is informed by the childminder's observations and information from parents and carers. She adapts the curriculum to suit the learning needs of individual children. The childminder focuses on developing children's communication and language, personal development, independence and physical skills.

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

- Children enthusiastically explore and solve problems, such as as they complete puzzles and count pieces. Children are eager to join in with games and develop excellent personal and social skills. They are polite, take turns and look at the childminder as they explain their ideas.
- The childminder adapts activities to suit the needs and developmental stage of children. For example, she uses songs and rhymes to engage younger children in stories and books, so that they are engaged and included.
- The childminder interacts with children as they play in the sensory area. She gives them time to practise and repeat new experiences, such as using paintbrushes in the sand to find a pretend dragon. The childminder praises children. However, on occasions, she gives generic praise, which means that children do not know what they are being praised for.
- Children eat together at the table so that mealtimes are sociable events. The childminder gives children choices and responsibilities as they develop healthy lifestyles. They learn independence as they help to prepare meals, pour drinks

and chop fruit and vegetables.

- The childminder is well organised. Children have a routine so that they feel safe and know what is expected. The childminder teaches children to care for resources. For example, children learn to 'choose it, use it, then put it away'. Children learn to meet their own physical needs. For example, they use the toilet independently and wash their hands.
- Children benefit from opportunities to exercise and explore outside each day. They make regular walks in the community, to school, the park and shops. Children's behaviour is excellent. The childminder teaches children about safety and they follow instructions. For example, children learn that a red light means 'stop'.
- The childminder knows children extremely well. She develops close partnerships with parents. She finds out about children when they start and plans activities that promote children's next steps in learning. The childminder monitors children's progress and shares information with parents in daily conversations and on an app.
- The childminder consults with parents and they work to support children's learning. Parents explain that children are making remarkable progress and that the childminder has a positive impact, particularly on developing confidence, independence communication and language. Parents are delighted that their children are eager to learn and are ready for school.
- The childminder has developed relationships with schools and other professionals, who can offer support. She is eager to continue her professional development and has engaged in training. The childminder has a vision for creating a calm learning environment, where children can explore and thrive.
- The childminder uses additional funding wisely to promote inclusion and diversity. For example, she has identified resources that play words and rhymes in languages that children hear 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:

- help children to know what they are being praised for and celebrate their achievements, such as by ensuring that praise is purposeful.

Setting details

Unique reference number	2762928
Local authority	Doncaster
Inspection number	10410565
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Doncaster. She operates her service all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used for childminding. She explained the curriculum and how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between children and the childminder.
- The inspector observed play and planned activities.
- Parents shared their views of the setting 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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