

Childminder report

Inspection date: 19 November 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 gathers information from parents about children's individual needs and routines. She follows these to help children settle quickly in her care and to feel safe and emotionally secure. Children are happy and enjoy their time with the childminder.

The childminder offers a range of fresh fruit and vegetables for children to explore different textures, smells and tastes, such as broccoli, onions, carrots and strawberries. The childminder introduces colours and new words as children play, such as 'aubergine', 'layers', 'soft', 'cold', 'wet' and 'dry'. Older children use photo cards to match the food items they see on the tray. The childminder uses different words to describe shapes, such as 'round', 'circle' and 'sphere', as children handle the fruit. She supports children's early language, mathematical and physical development well.

The childminder speaks calmly to children and explains the importance of sharing and the use of 'kind hands'. When children struggle to manage their own behaviour, the childminder provides warm, responsive support. Children hold out their arms and smile, explaining that they are happy. They learn about different feelings and emotions.

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

- Children choose a book and enjoy story time. They lift flaps to reveal photos of animals and repeat words, such as 'camel'. Older children independently name the snake in the book and, when asked, identify a dog and the sound it makes. The childminder introduces new words as she reads, such as 'xylophone'. Older children press buttons to hear the corresponding sound that the instrument makes. The childminder encourages children's early literacy development very well.
- The childminder offers repeated and varied experiences in meaningful contexts to encourage children's early mathematical learning. For example, children count food items. They sing songs and read stories that involve numbers. The childminder links positional language to children's learning. For instance, they point to the top and bottom of the role play duck. Older children show their understanding of size as they recognise that the card is 'too big' to fit into the bowl. Toddlers show their early mathematical knowledge as they continue to count in sequence, 'four', 'five', 'six' 'seven'.
- The childminder supports children to learn that people have different beliefs and celebrate special times in a range of ways. She introduces children to celebrations, such as Chinese New Year, Christmas, Eid and Diwali. The childminder also uses books to help children to understand about different

cultures. However, she has not yet fully considered through her curriculum how she can enhance children's understanding of different family makeups.

- The childminder provides children with a varied curriculum. There is a clear intent for learning. The childminder monitors how activities impact on children's learning. She has a good overview of each child's stage of development and what they want them to learn next. For example, the childminder encourages toddlers to pull themselves up to standing with the use of furniture. She also supports toddlers to take steps. Toddlers build the muscles in their legs in preparation for independent walking.
- The childminder has good working relationships with parents. She provides information online so that parents can see what activities their child has taken part in. Parents' written comments show how they value this tool. The childminder also shares information about personal care routines and the food children eat. She also shares next steps with parents to support continuity of learning at home.
- Toddlers and older children show how they can concentrate and have good hand-eye coordination skills. For example, they hold a magnetic fishing rod and catch a pretend duck. Toddlers and older children independently pick up and stack objects, turn pages in books and point to pictures they see. The childminder provides good opportunities for children to develop their spatial awareness.
- The childminder evaluates her practice and the learning that takes place for children well. She ensures that her mandatory training is up to date. However, she has not yet considered fully her own professional development to enhance the quality of the curriculum even further for all 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:

- support children to have an awareness of different family structures to enhance their learning of the world further
- consider professional development opportunities to strengthen the quality of the curriculum even further for all children.

Setting details

Unique reference number	2774981
Local authority	Doncaster
Inspection number	10371124
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 8
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives Bessacarr, Doncaster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for childcare. She works with an assistant. The assistant holds a relevant level 3 qualification.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The assistant spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Parents shared their written 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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