

Childminder report

Inspection date: 4 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is kind, caring and friendly. She provides a homely and welcoming environment and children build strong attachments to her. Children are happy and settled. The childminder knows the children, their families and their specific needs well. She regularly takes children to meet up with other local childminders and their children. This helps them to develop their social skills and gain confidence with other groups of children. The childminder helps children understand about the diverse lives of other people, through a broad range of activities. For example, children acknowledge a range of cultural and religious festivals throughout the year. They have good opportunities to travel to places of interest in the community, using public transport. Children have good opportunities to be physically active through a wide range of experiences and outdoor play opportunities. They behave well. The childminder engages with children in play to help them learn to share and take turns with toys. She offers praise and encouragement to children and they develop good levels of confidence and self-esteem. Children benefit from their time spent with the childminder. They gain skills that prepare them well for their next stage in learning and the eventual move to school.

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

- The childminder actively engages in children's play and supports children's communication and language well. She provides a language-rich environment for children. For instance, the childminder introduces new words and their meanings into children's vocabulary, such as 'congestion', as they play imaginatively with toy cars.
- Children show high levels of interest and curiosity. For instance, they are very observant and notice small details in their environment, such as spiderwebs in the garden. Children demonstrate respect for wildlife and take care not to disturb the webs.
- The childminder observes children's play regularly and develops personalised play plans. She plans activities that build on children's current interests and support what they need to learn next.
- Partnership with parents is strong. The childminder involves parents in their children's learning. For example, she keeps parents informed about their children's progress and what they need to learn next. The childminder encourages parents to share information about children's home-learning experiences regularly.
- The childminder tracks children's progress successfully. This helps her identify any weaker areas in their learning. The childminder knows how to find appropriate support from other professionals, if necessary, to help all children make good progress. However, the childminder has not fully considered how she

can work with other settings children attend, to develop a consistent approach to supporting children's learning.

- The childminder places a strong focus on children developing good mathematical skills. For example, she engages in children's play to support them to count objects and recognise corresponding numerals. Children are further challenged to develop their problem-solving abilities, such as exploring concepts of weight. They make discoveries as they use balance scales and add or remove objects to reach a point of balance.
- Children are motivated and concentrate particularly well on experiences the childminder plans. For instance, children become engrossed using tongs to fill containers with wood shavings. They develop good dexterity by using tools. They develop the small muscles in their fingers to help them in their early writing skills.
- The childminder understands the importance of keeping her knowledge and skills up to date. For instance, she has accessed training, and introduced activities to help children express themselves through music and movement. The childminder regularly evaluates her provision, which helps to improve outcomes for children. For example, she has enhanced the play experiences she provides for children outdoors.
- The childminder makes good use of opportunities during daily routines to develop children's understanding of how to keep themselves healthy. For example, the childminder sings jolly songs to support children's handwashing routines. This helps children understand the need to wash their hands for a sufficient length of time to reduce the spread of infection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to meet all requirements, promote children's welfare and protect them from harm. She undertakes regular safeguarding training to help her to recognise children who may be at risk of harm. The childminder has a good knowledge of the potential signs of abuse and neglect. She understands her responsibilities to protect children from extreme views and behaviour. She is clear about following the procedures to raise safeguarding concerns to the relevant authorities, should she need to. The childminder implements her up-to-date policies, procedures and risk assessments effectively. This helps to ensure the safety of children in her care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance partnership working with other settings children attend, to share information about children's care and development needs.

Setting details

Unique reference number	317693
Local authority	Doncaster
Inspection number	10072847
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	6
Number of children on roll	10
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 1992 and lives in Sprotborough, near Doncaster. She operates her provision all year round from 7.15am to 5.45pm, Monday to Friday, except for bank holidays, one week at Christmas and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children, and discussed how she operates her practice.
- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector looked at a sample of documents, including policies and procedures and children's learning records.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The childminder and inspector jointly considered the impact of teaching on children's learning.
- The inspector took into account the views of parents.

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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