

Childminder report

Inspection date: 11 July 2025

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 implements a motivating curriculum that extends children's learning and helps to keep them interested to learn. For example, when children have an interest in pirates, the childminder provides a sand-tray activity with a pirate theme. Children are thoroughly engaged in the activity. They delight in searching for hidden treasure. The childminder encourages children to find the numbers hidden in the treasure and links them to the numbered pirates. She supports children to weigh their treasure. Children confidently use the weighing scales and know when the scales are balanced. This helps children to develop an understanding of mathematics. The childminder plans and provides a wide range of well-planned activities that encourage children to explore and investigate, and link closely to children's next steps in learning.

The childminder has a warm, supportive and affectionate approach to her care of children. She knows children as individuals very well. Children form close and strong bonds with the childminder. They build positive relationships with each other and learn to play together. The childminder promotes positive and fair behaviours between children. She is a positive role model and has high expectations for children's behaviour. The childminder is gentle and kind, and very respectful of children's feelings. Children behave very well. They are well mannered and learn how to care for each other.

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

- Children's communication and language skills are good. The childminder models language well for them as they play. She poses interesting questions to children as they play. However, the childminder does not consistently give children enough thinking time to process the questions and respond to them to extend their learning and understanding further.
- The childminder knows all children well, including their individual personalities, likes and dislikes. This helps her to establish positive relationships with all children and supports them to feel safe in her trusting and secure environment. Children enjoy the childminder's company and initiate play with her.
- The childminder has high expectations of all children, including the youngest. She plans activities that she knows will keep children interested to learn and support their development. All children have a positive attitude towards their learning and make good progress.
- The childminder supports children to develop a love of books. Children handle books with care and turn the pages gently to preserve them. They snuggle up with the childminder to hear familiar stories. The childminder keeps children engaged by using intonation to capture their attention. Children show delight in these familiar stories and recall their previous learning of what happens next.

- The childminder is highly effective in supporting children's physical development. Children walk, run, jump and scramble across a pretend pirate plank. They can stretch their limbs and build their gross motor skills well. The childminder supports children in their early writing skills. For example, she encourages children to play with small tools, such as tweezers and pipettes, to strengthen their small finger muscles.
- The childminder takes children on regular outings to support their understanding of the world. She supports children to learn about other people's similarities and differences outside of their own communities and experiences. For example, children talk about different religious festivals, such as Diwali.
- The childminder is dedicated and takes pride in providing a high standard of care and learning for the children in her setting. However, she does not consistently focus professional development opportunities on building her knowledge to strengthen the quality of education further.
- Children learn to be independent and enjoy taking responsibility for small tasks. They help to tidy away toys and take their plates to the sink after meals and snacks. These everyday routines help to build their confidence and support their growing independence.
- The childminder promotes healthy and active lifestyles through everyday routines and experiences. She encourages children to stay hydrated and offers healthy snacks. The childminder supports children's good hygiene, such as with gentle reminders about handwashing before eating and after using the toilet.
- The childminder builds strong relationships with parents and carers. She asks parents about their child's abilities and interests. The childminder uses this information, along with her own observations, to gain an understanding of each child's stage of development. Parents receive regular updates through messages and photos, which keep them informed and involved in their child's learning.

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:

- provide children with adequate time to process and respond to questions so that they can demonstrate their understanding, share their thoughts and ideas and extend their learning
- strengthen professional development to focus on building knowledge and understanding to raise the overall quality of education further.

Setting details

Unique reference number	317707
Local authority	Doncaster
Inspection number	10399384
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 November 2019

Information about this early years setting

The childminder registered in 2001 and lives in the Rossington area of Doncaster. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare for children from the ages of nine months to four years.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder carried out a learning walk with the inspector, where they discussed and reviewed the learning opportunities the childminder provides for the children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation, including safeguarding policies and procedures.
- During the inspection, the inspector spoke to the childminder and the children at convenient times.
- The inspector reviewed and considered written feedback from parents.
- The inspector assessed the impact of the quality of interactions between the childminder and the 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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