

Childminder report

Inspection date: 12 January 2023

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

Children arrive happy and are eager to begin their day. They immediately engage in the activities on offer and are keen to learn. For instance, children develop their small-muscle skills and hand-to-eye coordination as they fill and empty different continuers with barley. The childminder supports children to learn about size and shape as they play. Children demonstrate that they have strong relationships with the childminder and are keen for her to join in with what they are doing. They show high levels of concentration and determination to complete tasks of their own choosing. For example, older children practise throwing and catching a ball outside. They persist until they develop their skills and relish the praise from the childminder. Children show a great deal of pride in their achievements.

Children are well behaved and polite. They are aware of what is expected of them in the childminder's home and follow the rules and boundaries in place. Children learn how to share resources and to take turns with toys as they develop social skills and build friendships. For example, children take it in turns to brush pretend teeth as they learn about good oral health.

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

- The childminder knows the children she cares for well and confidently talks about their individual personalities and what makes them unique. She is compassionate and sensitively meets children's physical and emotional needs. For instance, she notices when younger children are getting hungry and tired and adapts the routine accordingly.
- The childminder's curriculum is well planned and sequenced, overall. She focuses on supporting children to develop their social, communication and physical skills. The childminder teaches children to be independent from a young age. She helps them to acquire self-care skills, such as washing their hands regularly and putting their own coats on to go outside.
- The childminder observes children as they play and assesses their learning. She plans activities and experiences to help children to make progress. The childminder uses what children are interested in when planning activities. This helps children to engage and to develop positive attitudes towards learning.
- Children have access to a wide range of experiences and outings that help them to develop their social skills and learn about their local community. For instance, children regularly visit play groups, museums and attend weekly song and story time at the local library. They mix with a wide range of different people and learn about different ways of life.
- Children's communication and language development is supported well, overall. The childminder continually talks to children as they play and engage in routine activities. She asks children questions to check their understanding. At times, the

questioning techniques used by the childminder do not always allow children to extend their knowledge and understanding fully.

- The childminder works in partnership with parents to help children to settle into her home. She gathers a range of information about children from parents, including what they already know and can do. This helps the childminder to plan for children's learning from the start.
- Parents are happy with the service that the childminder provides. They describe the childminder as being caring, professional and praise the good level of communication they receive. Parents say they like getting daily updates and photos of their children playing and learning. They say that their children are happy and love attending the childminder's setting.
- The childminder keeps her knowledge and skills up to date through completing regular training. She has close links with other childminders in the local area and regularly shares updates and activity ideas with them.
- The childminder carefully evaluates her setting and the opportunities that she provides for children. She makes changes to her setting to meet children's learning needs. For example, the childminder is currently developing her outdoor area to provide children with more space to use ride-on toys and equipment. This aims to help children to develop their physical skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments of her home, garden and places visited to keep the children in her care safe. She teaches children about keeping themselves safe and healthy with gentle reminders to wash their hands and be careful when climbing outside. The childminder has good safeguarding and child protection knowledge, including about issues such as breast ironing and radicalisation. She is aware of the signs that might indicate a child is at risk of harm. The childminder knows the correct actions to take should she have any concerns about a child's safety or well-being.

What does the setting need to do to improve?

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

- develop questioning techniques to support children's knowledge, understanding and learning further.

Setting details

Unique reference number	317721
Local authority	Doncaster
Inspection number	10263312
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2000. She lives in Bentley, near Doncaster. She operates her provision all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 setting.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was conducted by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector looked at written feedback from a parent to gather their views and opinions about the setting.

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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