

Childminder report

Inspection date: 19 October 2022

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 are happy and at ease. Effective settling-in processes are in place and the childminder knows children very well. The childminder confidently talks about children's abilities, likes and dislikes and family backgrounds. She recognises what children can already do and accurately identifies their next steps in learning. Children approach learning with positivity and eagerness. They have good opportunities to develop their creative skills. For example, they are eager to use the items collected on recent walks to create their autumn pictures. The childminder talks to children about the changes which autumn brings. Children enjoy exploring the textures of different materials. This supports their creative development effectively.

Children have very close and trusting relationships with the childminder. She values each child highly and knows them well. The childminder manages children's behaviour successfully. She makes careful interventions, where necessary, to explain why some things are not acceptable. The childminder uses praise to motivate children to behave in positive ways. Children behave well. The childminder supports children's independence well. For example, children take off their coats and shoes and wash their hands independently. Even the youngest children cut up their grapes. This promotes children's growing independence and self-care skills.

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

- The childminder plans an overall well-considered curriculum that helps children to make progress. She incorporates events at home to build on children's learning. Children consistently make good progress from their starting points in development and are well prepared for the next stage of their learning.
- The childminder teaches children effectively about a range of emotions in an age-appropriate way. For example, she reads stories where children learn the names of different feelings. This helps children to gain an understanding of their emotions and promotes their well-being.
- The childminder continuously engages with children in meaningful and interesting conversations. She introduces children to ambitious vocabulary and concepts. As a result, children speak fluently and coherently. They are able to recall events and hold discussions with adults with confidence and enthusiasm. For example, children remind visitors to be careful when crossing the road as it is dangerous.
- Children show awe and wonder as they notice things in their environment. For example, they jump and giggle with delight as they throw sycamore seeds into the air and watch them spin to the floor. Children are eager to tell visitors that they look like 'helicopters'.

- The childminder incorporates mathematics into children's play and they have excellent opportunities to count and hear mathematical language. This is apparent when they compare different-sized leaves during a sticking activity and when discussing 'whole, halves' and 'quarters' at lunchtime.
- The childminder supports children to adopt healthy lifestyles extremely well. For instance, children eat a wide variety of nutritious homemade meals and snacks. They also have daily opportunities to explore and play outdoors in the well-planned garden and at a range of local parks and woodlands.
- The childminder has good working relationships with local settings. Some children share their time between the childminder and the other settings. The childminder makes sure that these settings receive regular updates for each child. This ensures that they work collaboratively to support children's progress.
- The childminder is enthusiastic about her work. She regularly evaluates her provision and gathers feedback from parents. However, the childminder does not use the information effectively to identify further professional development opportunities to help raise the quality of education and identify improvements to her setting.
- Partnerships with parents are very good. Parents praise the service the childminder offers. They value the communication that the childminder shares with them. Parents know what activities their child are taking part in and how to support their learning at home. Parents describe the childminder as dependable and nurturing. They report that they can see the development in their children's language and social skills since starting at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse and which signs to be alert to. For instance, she understands how to identify the possible signs and symptoms that may indicate a child is at risk of harm. The childminder knows how to report any concerns she has. She regularly attends safeguarding training to help her to keep her knowledge up to date. The childminder reads regular safeguarding updates from relevant professional agencies. This helps to ensure that she remains up to date with any changes in legislation. The childminder also carries out risk assessments of her home and trips in the community to help to reduce any accidents and hazards.

What does the setting need to do to improve?

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

- use evaluations of practice to identify professional development opportunities and to enhance practice and outcomes for children.

Setting details

Unique reference number	317759
Local authority	Doncaster
Inspection number	10229420
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	11
Date of previous inspection	24 October 2016

Information about this early years setting

The childminder registered in 2000 and lives in Tickhill. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector read written feedback from parents to gather their views.

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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