

Childminder report

Inspection date:

6 December 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 clearly enjoy their time at this safe and welcoming setting. They are confident learners who show high levels of concentration. For example, children engage for long periods when undertaking a collage activity. The childminder follows children's interests and uses seasonal activities to help them remain focused.

Children show a desire to be creative. For example, they enjoy mixing paint to make their own colours, and gluing and sticking. Children have plenty of opportunities to learn about others and their community. They visit the local library, museum and heritage sites, as well as enjoying trips to local parks and soft-play and role play centres. The childminder has also taken children on a trip to the dentist to help them to learn about good oral hygiene.

It is evident that the children have positive relationships with the childminder. They play, laugh and talk about their families together. Children happily talk about their friends who attend a different setting and talk excitedly about playing with them on the slide. Children excel in their communication and language. They are confident talkers and speak in fluent sentences. Children show good behaviour and manners. They respond well to positive praise which they receive from the childminder. This contributes to their high levels of self-esteem.

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

- The childminder supports children to make progress in their learning. She finds out from parents what their children already know and can do. The childminder gains a deep understanding of each child's individual needs from the moment they start. She completes her own observations and assessments on children's development and identifies any gaps in their learning.
- Overall, the childminder plans meaningful activities to deepen and build on children's knowledge further. However, on occasions, she does not always engage in quality interactions in order to extend children's learning in mathematics.
- The childminder places a great emphasis on children's communication skills and their personal, social and emotional development. For example, she is very aware that children born during the COVID-19 pandemic have missed out on opportunities to socialise. Therefore, the childminder makes a conscious effort to provide opportunities for children to meet with other childminders and their children and take part in different activities outside of the setting.
- The childminder provides a range of activities to develop children's understanding of the wider world. Older children enjoy visiting the museum to learn about Victorian times. The especially enjoy seeing the old toys and the

equipment that used to be used in the kitchen.

- Children have opportunities to choose which activities they would like to take part in. However, the childminder does not consistently promote their independence and self-care skills, such as toileting, putting on coats and shoes and drinking from open-top cups.
- The childminder understands the importance of keeping her knowledge up to date and supports her practice by regularly attending training. She has a sound knowledge of early years education and understands how to observe, assess and plan children's next steps in learning. She then shares these next steps with parents to ensure that there is a continuity in children's learning between the setting and at home.
- The childminder encourages children's love for books by introducing stories that reflect children's interests. She allows children to choose which books they would like her to read to the them. The childminder encourages children to look at books independently. She regularly takes children to the local library where they engage in rhyme time.
- Parents comment positively about the childminder. They state that she keeps them informed about their children's progress. Parents say that their children love attending. They comment that their children share information with them about the enjoyable activities that they have taken part in.
- Children's behaviour is exemplary and they use very good manners. For example, when taking part in a collage activity, one child says, 'please can you pass me the green star' and states 'thank you' when the childminder passes it to her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of safeguarding and fully understands her responsibilities in relation to keeping children safe. She knows what signs to look out for and who to contact should she have any concerns about a child's welfare. The childminder is fully aware of the wider areas of safeguarding, including the 'Prevent' duty, county lines and female genital mutilation. She understands the process to follow should an allegation be made against herself and she ensures that she keeps her safeguarding knowledge up to date through regular training and following guidance from the local authority.

What does the setting need to do to improve?

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

- provide consistent and quality interactions in order to extend children's learning in mathematics
- develop children's independence with regards to their self-care skills.

Setting details

Unique reference number	317796
Local authority	Doncaster
Inspection number	10262983
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 1991 and lives in the Cusworth area of Doncaster. She provides care all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 4.

Information about this inspection

Inspector
Claire Owen

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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