

Childminder report

Inspection date: 9 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's care and enjoy spending time with her. They are relaxed, comfortable and emotionally secure. Children quickly settle to an activity and become engrossed in their play. They feel safe and secure. The childminder places a high priority on getting to know children's individual needs, routines and interests. She gains a good understanding of children's stage of development when they first start with her, through the information she gathers from parents. Part of her ongoing assessment process is to regularly update and share information with parents. This helps her to provide a broad range of enjoyable and exciting play opportunities that help children to take the next steps in their learning. Children achieve well. The childminder supports children to become independent in their self-care, so that they are ready for the move on to nursery. Children learn to put on wet-weather suits for outdoor play and manage their own personal hygiene routines. Children behave very well and learn effective strategies to help them cooperate and play alongside each other. The childminder gives them gentle reminders to share and take turns. Children are keen to explore and use their imaginations. This is evident as they dress up as their favourite superhero characters and delight in the role-play adventures they have.

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

- The childminder is dedicated and has many years of experience caring for children. She keeps her knowledge up to date through completing an extensive range of training courses. The childminder particularly targets training that has a positive impact on the children in her care. For instance, she has completed a course on 'Forest Friends' to support children who achieve more through outdoor learning opportunities. This has helped children to demonstrate curiosity, motivation and enjoy their learning further.
- The childminder gives children's safety the highest priority. She supervises them very well in her home and when on outings. For example, her home is fitted with safety equipment, including cameras, so that she can monitor who is coming onto the premises. On outings, children learn about road safety. They have opportunities to learn how to manage risks for themselves as they use large equipment at the local park.
- Partnerships with parents are very good. There is excellent information sharing between the childminder and the parents, which is established effectively from the start. The childminder uses a range of methods to keep in contact with parents, including daily discussions and online messaging. Parents' written comments are highly complimentary about the childminder. They note her professionalism, her calm and caring manner and how excited children are to be dropped off at her home.
- The childminder supports children's developing speech and language skills in all

areas of play. She works well with parents to help children overcome any speech and language issues. The childminder uses a range of questioning techniques to encourage children to think for themselves and to support their communication and language. Overall, the childminder starts her questions with clear open-ended phrases, such as, 'What do you think?'. However, at times, she asks too many questions during activities. Additionally, she does not consistently give children the time they need to think and respond before asking another question or offering her own suggestion.

- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to develop their counting and recognition of numbers in all areas of play. The childminder helps children to develop a deeper understanding of more complex mathematical concepts, such as addition and subtraction. For example, children prepare for snack by counting the number of chairs, plates and knives they need. The childminder asks the children how many more they would need so that she is included.
- Children have good opportunities to be physically active. For example, they play in the childminder's garden and enjoy regular trips to places of interest, such as the zoo, farm and local play centres. Children's good health is further promoted as they choose and cut up different fruits at snack time to taste and enjoy. Additionally, they are reminded to have regular drinks of water to keep them hydrated.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder has a secure understanding of wider safeguarding issues. She knows the procedure to follow and the professionals to contact if she has concerns. The childminder provides parents with information regarding her responsibilities to safeguard children. Regular practising of the fire-evacuation procedures means that the childminder and children know what to do in an emergency. The childminder ensures that her first-aid and safeguarding qualifications are always up to date.

What does the setting need to do to improve?

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

- ensure that children are not overwhelmed with questions during activities and allow them enough time to think and respond to each question before moving on to the next one.

Setting details

Unique reference number	317799
Local authority	Doncaster
Inspection number	10117230
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	3 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 September 2015

Information about this early years setting

The childminder registered in 1997 and lives in the Bentley 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 funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- A range of documentation, including records relating to children, safeguarding procedures and the written views of parents, was sampled.
- The childminder and the inspector talked about and looked at the areas of the home and garden used for childminding, to see how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning and personal development with the childminder.

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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