

Childminder report

Inspection date: 19 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in this home-from-home, family environment. The childminder is very caring towards children and gives them lots of reassurance and praise. Children develop a strong bond with her and show that they feel safe and secure in her care. They receive endless praise and warmth during interactions.

Children show high levels of engagement as they explore the resources readily available to them. They select toys of interest to play with, indoors and outdoors. The experienced childminder arranges her home and resources effectively to ensure that children can make choices in their play. Children make good progress because the childminder has a clear and well-planned programme of learning experiences. She plans activities that follow children's interests. For example, older children recall what they have learned about the Queen's Platinum Jubilee.

Children are positive about their learning and concentrate well when activities interest them. For example, children show imagination as they pretend to be waiters and make food in the play kitchen. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. She uses her knowledge to put children's learning in the right order, helping them to progress to the next stage in their learning.

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

- The childminder encourages children to be independent and to develop resilience, to become confident in their own ability. For example, children get their own drinks when they are thirsty, and learn how to use a knife safely when they prepare green beans at snack time.
- Overall, the childminder promotes children's speech and communication skills well and provides them with a language-rich environment. She has high-quality interactions with the children and engages in back-and-forth conversations. However, at times, the childminder does not consistently model the correct pronunciation of words with children.
- The childminder uses opportunities to extend children's mathematical understanding. For example, children are encouraged to count in all activities, and to explore and understand size, quantity and positional language. This supports children's understanding of mathematical concepts effectively.
- Children develop a good awareness of healthy lifestyles. They explore the lovely well-designed garden. Children are taught how to plant and grow vegetables, such as tomatoes and green beans. They know that these need water and sun to grow. Children enjoy eating these throughout the year, as part of their well-balanced diet. The childminder prepares healthy, nutritious meals. She talks to the children about why fruit and vegetables are good for their bodies.

- The childminder reflects on her practice and evaluates the effectiveness of her provision well. She is committed to her ongoing professional development, putting in place what she has learned, to improve outcomes for children. For example, she has completed a variety of additional training courses, such as baby sign language and healthy learning. The childminder liaises with other professionals to share ideas and good practice.
- Children's behaviour and their personal, social and emotional development are good. Overall, the childminder manages children's behaviour well. For example, she promotes positive behaviour by offering regular praise and encouragement. This ensures that children feel valued and respected. Children show that they understand the childminder's expectations. However, she does not use every opportunity to remind children about expected behaviour.
- Partnerships with parents are strong. Parents speak positively about the childminder and their children's experiences at the setting. The childminder gathers information from parents about children's routines and interests when children start to attend. She shares her observations of children's learning with parents through daily diaries and photos. She works closely with parents to promote children's continuation of learning at home. Parents praise the level of communication they receive about their children's learning and development.
- The childminder supports children's understanding of the world. Children benefit from meaningful learning opportunities to explore the world around them. The childminder plans trips with children's interests in mind, and then provides opportunities that build on their social skills. For example, they regularly visit local playgroups, libraries and museums. Children develop their knowledge of their local community well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She understands the areas of safeguarding, including how to identify possible indicators that families are exposed to extreme views and behaviours. The childminder completes relevant training in safeguarding and is aware of her role and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised.

What does the setting need to do to improve?

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

- consider ways to help children manage their behaviour to an even higher standard

- provide more consistent role modelling of language to further support children to develop their communication skills.

Setting details

Unique reference number	317804
Local authority	Doncaster
Inspection number	10117231
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	16
Number of children on roll	16
Date of previous inspection	3 July 2015

Information about this early years setting

The childminder registered in 1992 and lives in Hatfield, Doncaster. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector jointly observed a planned indoor activity.
- Parents shared their views on the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of the childminder's suitability to work with 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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