

Childminder report

Inspection date: 1 November 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

The childminder provides a warm, nurturing, home-from-home environment. Children are extremely happy and content in the childminder's care. They request to start their day with a cuddle before exploring what activities have been prepared for them. Children demonstrate a very positive relationship with the childminder. They confidently reach out to her for support when needed or just to keep her informed of what they are doing. The childminder teaches children to be kind and use good manners. She expects children to understand the rules she has in place, such as sharing and taking turns. This helps children to feel safe and secure.

The childminder plans a curriculum for children that is sequenced to help them acquire the skills and knowledge that are needed before they start school. The childminder's ethos to ensure that children are well settled and to promote independence. This is implemented extremely well. For example, while preparing snacks, children demonstrate excellent knife skills. They talk through what they do to keep safe and are always under the supervision of the childminder. Children collect a step to reach the tap to wash their hands. Their independence is promoted at every single opportunity. This helps children to make good progress in their learning and development, including those with special educational needs and/or disabilities (SEND).

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

- Children are encouraged to count and recognise amounts and quantities. Throughout their play, the childminder questions children about the size, position and shape of different objects. For example, when children use stretching tubes, they compare the different lengths of tubes. They then confidently count the ten bracelets that they have made and count the fruit in the bowls. The childminder asks, 'How many more do we need?' to make sure everyone has the same. Children make good progress in mathematics.
- The childminder helps children to be confident communicators. She engages children in conversations about their experiences at home and provides a commentary on their play. When children do not pronounce words correctly, the childminder does not correct them but repeats the correct pronunciation back to the children. Children make good progress in their speech and language skills.
- The childminder ensures that she understands the unique needs of each child and identifies their individual learning styles. For example, for children who enjoy mark making, she provides an abundance of materials for them to choose from. For children who like to make movement with resources, the childminder has made a selection of resources that are safe to swing around. By providing children with activities that support their learning styles, children make good progress in their learning.

- Although there is no requirement to make written assessments of children's progress, the childminder has not considered how evidence for the targeted support and progress of children with SEND will be shared with external agencies to provide future support. This could impact on the timeliness of future external targeted support.
- Children's well-being is promoted through activities that help children to share their emotions. For example, children reach for an emotion cushion. They point out letters they know from their name and families' names. They then point to the tired emotion picture, and the childminder uses this information to provide some quiet time for the children.
- Children are provided with a variety of healthy home-cooked meals. The childminder is aware of children's allergies and dietary requirements when serving food and ensures that these are adhered to.
- The childminder ensures that her skills and knowledge are up to date by attending regular training courses. She happily accepts support and guidance from the local authority.
- Parents are extremely happy with the care that the childminder provides their children. Parents say, 'How lucky we are to have found her?' Parents are kept up to date with daily conversations when dropping off and picking up their children. The childminder shares ideas with parents on how to continue their learning experiences at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She completes meticulous safety checks to create a secure environment for children. The childminder communicates openly with parents and maintains accident and pre-existing injury records. Regular training, such as first aid and safeguarding, supports the childminder's ability to keep children safe. She understands her responsibilities in reporting concerns of possible abuse and knows the procedures to follow. The childminder manages children's medical needs by following parents' advice and guidance, and she has sought additional knowledge to meet children's individual needs.

What does the setting need to do to improve?

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

- ensure that assessments of progress and any interventions in children's learning for children with SEND are shared to inform external agencies on what targeted support may be required.

Setting details

Unique reference number	317816
Local authority	Doncaster
Inspection number	10301362
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 16
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 1998 and lives in Wheatley, near Doncaster. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays, Christmas and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that this was having on children's learning.
- The children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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
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