

Childminder report

Inspection date:

2 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder aims to provide children with a home-from-home family environment where children feel happy and safe. Children enjoy playing with toys that they are familiar with and find books that are of interest. This helps to provide them with a sense of security. Children are extremely happy in their environment. They establish strong bonds with the childminder and invite her to play alongside them. The childminder demonstrates a consistently respectful and calm manner and this makes a strong contribution to children's good behaviour. Children follow instructions and understand the childminder's expectations.

The childminder plans a varied curriculum. She uses recall to help children to develop their knowledge and discuss the activities that they have experienced and enjoyed. Children enjoy playing with toys that capture their interest, such as farm animals, building blocks and magnetic toys. Children explore with play dough; they talk about the texture and colour. They use rolling pins to create 'wiggly worms' and moulds to create fish. Children discuss which play dough ball is the 'biggest' and which is the 'smallest'. The childminder provides magnetic vehicles for the children to fit together. They discuss how the magnets work and problem-solve together which cars fit together and why some do not. Children enjoy singing familiar action songs with the childminder, for example 'Heads, shoulders, knees and toes'.

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

- Children have a good understanding of language and are becoming more confident using their communication skills. They follow simple instructions and use sounds and gestures to make their meaning clear to others. The childminder uses strategies such as sign language to communicate with some children. She is enthusiastic in supporting children's language development. She asks appropriate questions and models to children how to pronounce words correctly.
- The childminder is dedicated in her aim to ensure children achieve the best possible outcomes. She plans a broad range of activities that are designed to provide challenge for children. However, on some occasions, the childminder is not as precise as she could be about what she wants individual children to learn from the activities. This impacts on the overall progress children make in their learning.
- The childminder has high overall expectations for children and this reflects well in her practice. She reflects on her service and has identified the need to engage with other professionals to ensure that children make the best possible progress.
- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry or tired and she responds well to their individual requirements. The childminder encourages children to wash their

hands and discusses the importance of brushing their teeth. Children benefit from a variety of healthy snacks and access their drinks throughout the day.

- Children benefit from tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. The childminder works with parents to gather relevant information about their child before they start. She observes and monitors children's learning and play regularly. The childminder uses this information well, overall, to plan for the next stages in their learning.
- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community either by car, bus, train or on foot. They visit local parks and take trips to see the cows and sheep to increase their understanding of the world. They attend soft-play areas to help develop their confidence in using their physical skills.
- The childminder develops positive partnerships with parents. She uses verbal and written communication to share children's learning and progress. Parents are involved in their child's learning and are encouraged to comment on their progress. For example, children take turns to take the setting koala bear 'Roo' home. They go on outings together and share their experiences with the childminder when they bring the bear back.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training to ensure that her knowledge of legislation is consistently up to date. She demonstrates a good knowledge of how to protect the children in her care. The childminder is able to identify signs of abuse. She knows what to do if she has a concern about children in her care and she understands the procedure to follow if a referral is required. This has a positive impact on children's welfare. The childminder has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. She carries out risk assessments of her home to ensure she provides a safe environment for children to play. Children learn about road safety during outings in their wider community.

What does the setting need to do to improve?

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

- strengthen the delivery of the curriculum to focus more sharply on children's individual learning needs.

Setting details

Unique reference number	317826
Local authority	Doncaster
Inspection number	10229421
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	4 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 1993 and lives in Skellow, Doncaster. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Barrett

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 showed the inspector the premises and discussed how she ensures it is safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. They discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector spoke to children at appropriate times throughout the inspection.
- The childminder provided the inspector with key documentation on request.
- Parents shared their views of the setting with the inspector using the childminder's feedback questionnaires.

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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