

# Childminder report

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Inspection date: 13 March 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are safe and happy in this homely setting. The childminder knows children well and enjoys their company. Children are engaged and playful. They burst into song, using actions and making eye contact with the childminder. Children develop a love of books, reading and rhymes. The childminder reads to children, who gleefully join in with repeating familiar phrases from the story and calling out familiar refrains. Children ask questions about the bear in the story and wonder how he is feeling. The childminder creates opportunities for children to explore their emotions, practise their language and develop their vocabularies. Children handle books with care. They concentrate and turn the pages excitedly as they retell the story.

Children are valued and confident. They chat and recall past events. Children remember places they have visited with the childminder, who shows an interest in what children have to say. She asks them questions and responds with curiosity. The childminder tunes in to children and models good language. Children make choices about what they play with and what they eat. Their behaviour and attitudes are good. Children are kind and say 'please' and 'thank you'. Children help the childminder and use a knife to cut fruit for snack. They learn to use a knife and to give the proper name for strawberries, grapes and apple. Children sit together at the table for meals and snacks. The childminder uses occasions like these to promote children communication skills, engaging with them in conversation.

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

- Children get lots of physical exercise. They spend time each day in the garden, take daily walks to school and visit local parks. Children pay weekly visits to playgroups, outdoor attractions and the local woodland. They learn about the seasons, such as spring, and recognise daffodils and crocuses.
- The childminder promotes children's healthy lifestyles. She reminds children to cover their mouth when they cough. However, at times, the childminder does not encourage children to further their independence skills. For example, she sometimes wipes children's noses rather than offering tissues so that children can learn to wipe their own noses.
- The childminder gathers information from parents when children start. She observes children to find out what they know and what they need to learn next. The childminder gives children time to settle and focuses on their social and emotional development so that they are comfortable and ready to learn. Children make good progress.
- The childminder shares information with parents. For instance, she sends a daily diary to parents about the youngest children. The childminder has daily conversations with parents and uses an online app to share messages and

photos of the children engaged in activities.

- The childminder has good relationships with other professionals and the local school. This helps her to support children's smooth transitions to nursery and school.
- The childminder focuses on children's communication and language and follows their interests. She establishes a clear routine. The childminder begins the day by providing resources that children are interested in. Children are able to make choices about what they wish to play with. The childminder asks children to help to put resources away.
- At times, the childminder offers help before children have had time to complete tasks independently, to develop their problem-solving skills. For example, when children search for a lost toy, the childminder offers directions, and children follow her suggestions.
- The childminder has a clear vision for her practice. She creates a homely environment where children can develop and learn the skills they need for later life.
- The childminder promotes diversity and inclusion, such as through discussion, books, events in the community and people children meet.
- The childminder has a network of other childminders, who meet regularly. The childminders share information and ideas and support each other. This helps the childminder to keep her knowledge up to date.
- Parents say the childminder is truly great. They say that the diary she provides keeps them informed when their children are very young. Parents appreciate the good food their children receive. They say that the childminder is caring and considerate and that children develop rapidly in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the signs and symptoms of abuse. She has a safeguarding policy and knows where to get more information and how to make a referral about a child or adult. The childminder keeps accurate registers of attendance and records existing injuries and accidents. The childminder completes risk assessments, including for her two dogs, who spend time with the children.

## What does the setting need to do to improve?

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

- increase the opportunities children have to care for themselves so that they have more responsibility and can further develop their independence
- give children more time to experiment and problem solve for themselves so that they can develop more independence.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 317834                                                                            |
| <b>Local authority</b>                             | Doncaster                                                                         |
| <b>Inspection number</b>                           | 10280110                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 10 August 2017                                                                    |

## Information about this early years setting

The childminder registered in 1997 and lives in the Harlington area of Doncaster. She operates all year round, from 8.30am until 5.30pm, Monday to Thursday, except for bank holidays, family holidays and a week at Christmas. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Brooks

### 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 childminder.
- The childminder showed the inspector around the areas used for childminding.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed the play and interactions between the children and 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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