

Childminder report

Inspection date: 11 January 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

Children are safe and happy in this home like setting. They laugh and giggle as they play and engage with the experiences on offer. For example, children investigate play dough using different tools and equipment. They show good coordination skills as they use their fingers to poke, prod, squash and squeeze the dough. Children delight in making patterns and birthday cakes for the childminder and their peers. Children have close bonds with the childminder and enjoy their time in her care. They sit close by her and carefully listen to stories. Older children have discussions about what is happening in the story and link this to their own experiences. For instance, children talk about visiting the local woods with the childminder and their friends.

Children behave well and show positive attitudes towards their learning. The childminder is a good role model and interacts positively with children. She encourages them to take turns and share resources with each other. For example, children successfully use a sand timer to help them to take turns using interactive toys. Children are friendly and play cooperatively together. They talk to each other and ask questions about what they are doing.

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

- The childminder is kind and nurturing. She knows the children she cares for well and talks about what they are interested in and their learning needs. She is aware of children's next stages in learning and how she will support children to achieve these.
- The childminder focuses on helping children to develop good communication and language skills. She constantly talks to children and encourages them to engage in conversations with each other. Children have plenty of opportunities to access books and enjoy singing and dancing activities.
- The childminder supports children to develop through play and hands-on experiences. However, she sometimes interrupts children's self-chosen play to engage in adult-led experiences. Furthermore, on occasions, she is quick to suggest ways to do things and does not allow children to fully test out their own thoughts and ideas as they play.
- Children enjoy a wide range of experiences inside and outside the setting to help them to learn about nature and the world around them. For instance, children visit places of interest, such as the woods, park and farm. They also enjoy attending playgroups and the library as they mix with different people and develop their social skills.
- The childminder helps children to develop their independence and self-care skills in preparation for the future. For example, children successfully put their own shoes and coats on when going outside. They wash their hands independently

after using the bathroom and before they eat.

- The childminder works closely with parents and involves them in children's learning. For example, the childminder regularly sends parents photos of their children playing. She offers them a wealth of advice and provides support with subjects, like toilet training.
- Parents speak highly about the childminder and praise the high level of care and education that their children receive. They say their children enjoy attending the setting and engage in a range of outings and activities that help them to grow and develop.
- Although the childminder has established links with additional settings that children attend, she does not routinely share information with them about children's development. This means that there is not always a consistent approach to children's care and education.
- The childminder works closely with her assistants to reflect on the setting and the opportunities that they provide for children. They make changes based on what children are interested in and to support their learning.
- The childminder and her assistants undertake regular training to help them to keep their knowledge and skills up to date. They bring what they have learned back to the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding and child protection knowledge. She completes regular safeguarding training and is aware of the signs and symptoms of abuse and neglect. The childminder knows the correct procedures to follow and who she should contact should she have any concerns about a child's safety or welfare. The childminder makes sure her setting is safe for children and completes regular risk assessments of the environment. She helps children to understand how to keep themselves safe. For example, children use knives to cut play dough and talk about the safety precautions they must follow.

What does the setting need to do to improve?

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

- give children greater opportunities to test out their own thoughts and ideas as they play to support their thinking skills further
- share information about children's development with additional settings that they attend, to provide a consistent approach to their care and learning.

Setting details

Unique reference number	317960
Local authority	Doncaster
Inspection number	10263313
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	0 to 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 1994 and lives in Tickhill, Doncaster. She operates all year round from 7.30am to 5.15pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification. She sometimes works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Cotton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder about how her provision is organised and what experiences she offers for the children in her care.
- A joint evaluation of an activity was conducted by the childminder and the inspector. The childminder explained her teaching methods and her assessment of children's learning.
- The inspector looked at written feedback from parents to take account of their views about the provision.
- The inspector looked at a sample of the childminder's documents. This included evidence of her suitability and training, and household members' suitability.

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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