

Childminder report

Inspection date: 4 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive to a welcoming and homely environment. Children, including those who have recently started, settle quickly. They form strong attachments with the childminder, who knows children well. The childminder makes sure that settling-in visits help children to feel safe and secure in her care prior to leaving their parents. When children are tired or upset, the childminder talks softly to children and offers cuddles for reassurance.

The childminder models good manners to children. She demonstrates how to take turns and encourages children to share. Children learn to persevere with their chosen activity, solving problems as they play. For example, when children use the water table, it does not turn. The childminder asks children what would happen if they add more water. Children continue to add more water until the wheel starts to turn.

The childminder promotes children's individual needs and interests through activities that build on what children already know and can do. For example, to encourage children's language development, the childminder uses their interest in animals to identify their sounds. Children listen and match the sounds to the animals. They use dough cutters to create more animals. The childminder checks children's understanding of the different animal sounds as they play.

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

- Since the childminder's previous inspection, she has enhanced her skills and knowledge to gain a stronger understanding of child development. The childminder has developed a curriculum that will ensure children learn and develop the skills they will need in their future education. However, this is not yet fully embedded into practice due to the time frame since it was implemented.
- Children develop their independence skills from an early age. For example, they wash their hands before eating and after the toilet. Children peel their fruit at snack time. They put on the waterproof aprons to play in the water, sometimes with assistance when required. Children learn to brush their teeth and understand they do this to keep them healthy.
- The childminder has attended recent training on supporting and encouraging children's language development, which is evident in her practice. For example, she uses lots of eye contact when speaking to children. The childminder repeats words often, and uses short sentences for children to understand. Children enjoy joining in with nursery rhymes, copying the actions and babbling in tune with the rhyme and songs. Children make good progress with their speech and language development.

- Children enjoy playing outdoors. They develop their gross motor skills as they climb steps on the slide, ride the balance bicycle and push prams around the garden. The childminder encourages children to use their fine motor skills as they pinch and roll dough. This helps children to develop the skills which they need for early writing.
- The childminder is not consistently able to interact with children as much as she would like when different children want to play indoors and outdoors. This is due to the proximity of the play areas and how the childminder can safely supervise the children. As a result, children do not always have regular opportunities to develop their knowledge and skills in their preferred learning environment with the support of the childminder.
- The childminder builds on children's interests to provide experiences and extend their existing knowledge in the local area. For instance, children attend a toddler group to promote their social skills and interaction with other children. They enjoy trips to the farm, which the childminder uses to help them to learn about the animals and their habitat. As a result, children learn about the world around them.
- The childminder regularly assesses children's learning and development to ensure that they are making good progress, including completing the required progress check when children are aged between two and three years. She shares this with parents, along with ideas of how to continue to support their child's learning at home.
- Through her regular assessments, the childminder quickly identifies any areas of development that children require additional support in. She implements any interventions through activities and play. The childminder seeks support from external agencies to ensure that children receive the targeted support that they require.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities to keep children safe. She completes accident and pre-existing injury records, which she evaluates to identify any issues that may need to be addressed. The childminder knows the signs and symptoms that may indicate a child could be at risk of harm, including from radicalisation. She is confident in her procedures in who she would contact if she had a child protection concern or an allegation made against herself or a family member. The childminder has put in place safety equipment to ensure that children are unable to access items that are not safe for them.

What does the setting need to do to improve?

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

- continue to embed the curriculum, to strengthen children's engagement in their learning to make even better progress
- support children to have regular opportunities to develop their knowledge and skills in their preferred learning environment.

Setting details

Unique reference number	317973
Local authority	Doncaster
Inspection number	10278882
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 January 2023

Information about this early years setting

The childminder registered in 1999 and lives in Doncaster. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- 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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