

Childminder report

Inspection date: 11 March 2020

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 form close bonds with the caring and attentive childminder. They benefit from plenty of reassurance and praise, which helps them to develop good levels of confidence and self-esteem. Children play together happily and show a strong sense of belonging. Their good behaviour is supported very well by the childminder's high expectations and her positive and consistent approach. They learn to share and take turns and readily help one another during play.

The childminder observes children at play to identify what they already know and can do. She uses her findings generally well to help her to identify ways to help children learn more. However, during some activities, there is scope to provide even greater challenge for the most able children. The childminder provides a range of activities that appeal to children's interests. They are keen and motivated learners. They concentrate well and become absorbed in their play. However, opportunities for children to investigate, explore and try out their own ideas during play are sometimes limited.

Parents describe the childminder as 'amazing' and say they have 'great trust' in her. They praise the family atmosphere and are grateful for the support she offers to them, as well as their children.

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

- The childminder works effectively alongside another childminder. Together, they review and evaluate their provision and develop action plans to build on and enhance their good practice. For example, the childminder intends to strengthen partnerships with parents by inviting them to stay and play with their children.
- The experienced childminder has a good understanding of how children learn. She provides an appealing range of activities that help children to develop their skills and knowledge across all areas of learning. However, there is scope to provide children with more opportunities to play with resources in different ways, to experiment and to explore.
- Children make good achievements in mathematics and literacy. The childminder supports this well through carefully thought-out activities. For example, children play in a café that the childminder sets up. They develop early writing skills when they write out menus and recipe cards. They learn about numbers and counting when they pretend to sell cakes to their friends.
- Partnerships with other settings that children attend are well established. There is an effective two-way flow of information with them that helps to provide a shared approach to children's learning. The childminder shares and compares assessments with nursery teachers and they work together to identify priorities for children's learning.

- The childminder promotes children's health and well-being effectively. Robust hygiene procedures help children to learn how to protect their own health and that of others around them. For example, they wash their hands regularly and talk about how to stop the spread of germs. They benefit from nutritious meals and snacks and plenty of fresh air and exercise.
- Children develop good self-care skills and take pride in doing things for themselves. This is supported well by carefully planned activities. For example, the childminder provides dressing-up outfits that have different fastenings. Children learn how to manage zips, buttons and buckles. This helps them to be more independent when dressing or changing their clothes.
- The childminder helps children to develop good communication and language skills. Babies confidently make their needs known. For instance, they point to a shelf when they would like to look at a book. Older children are articulate and build rapidly on their vocabulary. This is supported well when the childminder models new words to describe different textures.
- Plans for children's learning, generally, help them to build on what they know, remember and can do. In the main, children achieve well and some exceed expectations for their age. However, the childminder does not consistently provide the highest level of challenge for older, most-able children.
- The childminder teaches children about lifestyles in their community and the wider world. She talks to children about Irish values and traditions during activities around the theme of St Patrick's Day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children from harm. She has good knowledge of the signs and symptoms that may indicate a child is at risk from harm. She knows what to do if she has a concern about a child's welfare. She keeps her knowledge of procedures to be followed up to date. She attends regular training and checks local authority websites for new information. The childminder ensures that children's safety is considered at all times. This is demonstrated, for example, by the thorough checks she has in place before transporting children to and from nursery.

What does the setting need to do to improve?

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

- plan more precisely for most-able children and ensure that they are consistently challenged to make the best possible achievements in their learning
- provide even more opportunities for children to investigate, experiment and explore during their play.

Setting details

Unique reference number	502705
Local authority	Doncaster
Inspection number	10069281
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 September 2014

Information about this early years setting

The childminder registered in 2001 and lives in Bessacarr, near Doncaster. She works alongside another childminder. Opening hours are 7.30am to 5.15pm, Monday to Friday, all year round 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

Clare Wilkins

Inspection activities

- The childminder gave the inspector a tour of the areas used for childcare. She explained how she organises her provision and talked about the curriculum she follows to support children's learning.
- The inspector observed the childminder's teaching and assessed its impact on children's learning and development.
- The childminder and inspector evaluated an activity together.
- The inspector talked to the childminder, her co-childminder and children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.
- The childminder provided a range of documents for inspection, such as evidence of the suitability checks carried out on adults, qualifications and records of professional development.

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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