

Childminder report

Inspection date:

20 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates a warm and nurturing environment that children thrive in. Children confidently arrive and say goodbye to their parents. They greet their friends and choose an activity to play together. They show excitement when more of their friends arrive. Children who are a little anxious when they first start with the childminder, quickly settle, and make friends. The childminder plans activities and outings that help children to build confidence and to socialise with others.

The childminder provides many opportunities for children to talk and have conversations. She encourages conversations as she shares photographs from the last few weeks. Children identify themselves and describe what they were doing in the photos. They remember baking a cake and visiting the park. Later, as children eat their fruit, the childminder reminds them about the story of, 'The Hungry Caterpillar'. Children then remember that they recently went strawberry picking. The childminder helps children to recall past learning and make links between the vast range of experiences that she provides.

The childminder encourages good manners such as, 'please' and 'thank you'. She reminds children to share, to take turns and to be kind to each other. She teaches children to be respectful and tolerant of each other. They learn to follow rules and what is expected of them. Children learn how they impact others and how they make positive contributions in their peer group.

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

- The childminder plans learning that helps all children to make excellent progress. She ensures that learning is individually tailored to each child and what she wants them to learn and know. She takes account of children's prior experiences so that she can provide them with the best possible start.
- The childminder ensures that children have a smooth transition into school. She works closely with schools that children attend. She does this before children first start school and as children move through school and share their time with her. She follows children's progress through school so that she knows that she is having a lasting impact.
- Children hold thoughtful conversations with each other. The childminder facilitates these discussions. She poses questions and thoughts. Children speak with confidence and have a vast range of vocabulary.
- The childminder teaches children to be independent. They wipe their own noses and wash their hands afterwards. They choose their own toys and tidy up after themselves. They put their shoes and coats on with confidence. They have excellent self-care skills. They use a dustpan and brush to clean up any crumbs after dinner. Children are increasingly independent and well prepared for school.

- The childminder chooses familiar stories to share with children. She uses props to engage children in stories. She pauses while reading, so that children can fill in the gaps. Children learn to retell stories. During one story, children recall when they have seen butterflies. The childminder encourages them to think about the colours they might see on a butterfly. She uses books and stories to teach children a wide range of skills across all areas of learning. This, in turn, nurtures their love of reading.
- The childminder encourages children's perseverance and resilience. They try different pieces to fit into a jigsaw. They keep on trying until they get the right one. The childminder encourages them, by asking questions about what shape or picture they might be looking for. She gradually provides more challenging jigsaws to stretch children and keep them engaged.
- The childminder has very strong partnerships with parents. They describe in detail the support they receive to continue their child's learning at home. The childminder supports parents to understand their child's behaviour, develop self-care skills and develop their language. They discuss strategies together and provide consistency for all children.
- The childminder thoroughly evaluates her provision. She regularly seeks feedback from parents and children about their learning and their experiences at her setting. She evaluates the learning that she provides. She considers the environment and resources. She carefully monitors any gaps in children's learning. This ensures that she is constantly improving so that all children flourish and make rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY153289
Local authority	Doncaster
Inspection number	10367923
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	1 March 2019

Information about this early years setting

The childminder registered in 2002 and lives in the Sprotborough area of Doncaster. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant early years qualification at level 3.

Information about this inspection

Inspector
Aimee Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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