

Childminder report

Inspection date: 28 June 2022

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 thrive in the warm and welcoming environment that helps to keep them highly motivated and eager to learn. They are free to explore the wide range of play equipment and activities available to them. The childminder fosters children's independence and gives them the space and freedom to make their own choices in play. She builds strong attachments and relationships with children and their families. This helps children to feel safe and secure in the childminder's care.

Children benefit from the ambitious curriculum and activities the childminder provides. The childminder has a clear understanding of the early years foundation stage. She carries out accurate observations and assessments of children's learning to monitor their progress. The childminder uses this information to identify any gaps in their learning and plan for what they need to learn next. She works collaboratively with parents and incorporates their ideas and suggestions into effective learning plans. The childminder supports parents to continue their children's learning at home. This helps to promote a consistent approach and ensures that children receive the individual support that they need in their learning. Children make good progress and are well prepared for their future learning.

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

- The childminder implements effective settling-in procedures. She takes the time to get to know children and supports them to become familiar with her setting. When children first start to attend the setting, the childminder gathers detailed information from parents about their child's individual care and learning needs. She uses this information to plan familiar care routines and learning schedules that focus on their individual needs and stages of development. Children settle in quickly.
- Children are supported effectively to develop a love of reading. They select books to read independently and thoroughly enjoy listening to familiar stories the childminder reads. They learn to handle books with care, turn pages and look at pictures to help them retell stories. This helps children to learn new vocabulary and develop very good literacy skills.
- The childminder uses her good questioning skills to help build on what children already know and can do during play. However, she does not consistently challenge children's thinking or encourage them to solve problems independently during creative activities. This occasionally limits children's learning and does not help them to make the highest level of progress.
- The childminder is skilled at supporting children to develop their mathematical skills. She encourages younger children to count during their play. Older children are supported effectively to count the total number of ladybirds in a group and match these to the corresponding numerals.

- Children thoroughly enjoy the time they spend outdoors exercising in the fresh air. They develop good physical skills through the wide selection of activities available to them. Children learn how to balance and coordinate their movements to operate scooters and ride-on vehicles. Older children enjoy using stencils to make marks during play dough activities. This helps to develop the small-muscle skills and hand-to-eye coordination needed for writing.
- Children develop their understanding of the natural world around them as they explore in the garden. For example, they learn how to take care of plants and about different insects. However, the childminder does not provide children with enough opportunities to develop their understanding of people and communities beyond their own.
- The childminder reinforces clear and consistent boundaries and expectations of children's behaviour. She teaches children to follow instructions, be kind and caring, and to develop friendships with others. Children learn to play cooperatively, share and take turns. Children develop good social skills, and their behaviour is good.
- The childminder uses self-evaluation to sharply focus on professional development opportunities. She regularly reflects on and evaluates her practice to identify areas of improvement. The childminder regularly attends training online and network meetings with local early years professionals. This helps her to keep up to date with mandatory training and maintain a good quality of teaching and service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to safeguard children and protect them from harm. She understands how to recognise the signs and symptoms of abuse. The childminder is clear on how to refer concerns about a child's welfare or in the event an allegation is made. The childminder carries out thorough risk assessments to help to ensure that all areas of the premises that children access are safe and secure. She accesses regular child protection training to keep up to date with wider safeguarding matters.

What does the setting need to do to improve?

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

- consider ways to consistently challenge children's thinking and provide them with more opportunities to solve problems independently during activities
- plan wider opportunities for children to develop their understanding of people and communities beyond their own.

Setting details

Unique reference number	EY222426
Local authority	Doncaster
Inspection number	10073067
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	14
Date of previous inspection	6 July 2016

Information about this early years setting

The childminder registered in 2003 and lives in Doncaster. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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 setting.
- The inspector and the childminder had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector talked to children and parents at appropriate times 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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