

Childminder report

Inspection date: 12 July 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 arrive happy and enthusiastic to begin their day. They are greeted warmly by the childminder, helping them to feel welcome. Children show that they are happy and safe through the warm and friendly relationships they form with the childminder. They play confidently alongside her and are keen for her to share in their play. The childminder is nurturing and caring. This helps children to develop secure attachments with her. She gives children endless praise which supports their self-esteem and confidence extremely well.

Children behave well. The childminder is a positive role model. She has high overall expectations of children and helps them to develop secure foundations for future learning. Children understand clear boundaries and show respect towards each other. They understand expectations for behaviour and willingly help with tasks when asked. Children listen and follow simple instructions, such as bringing their snacks to the table.

Children enjoy being outdoors and are curious about the world around them. They explore the different areas of the childminder's garden. Children participate in the rich learning experiences on offer, for example, they plant vegetables and learn about how they grow. This helps them to understand about the natural environment around them.

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

- The childminder promotes children's speech and communication skills particularly well. She has high-quality interactions with the children and engages in back-and-forth conversations. Children learn new vocabulary. For example, when talking about butterflies, they learn words, such as 'cocoon'. The childminder sensitively corrects children if they mispronounce words and speaks slowly to help them hear the difference between different sounds. She names different objects and encourages children to repeat what she says.
- The childminder has a generally good understanding of children's individual needs. Overall, she implements an ambitious curriculum for children. She gathers useful information when children start at her setting. She uses this to sequence their learning. The childminder can talk about what children can do already and some of the skills she wants them to learn. This allows children to make good progress in their learning and development.
- The childminder assesses children's development accurately. Children make good progress in their learning and development. Overall, the childminder provides a range of exciting experiences for children. However, at times, she is not always clear about what she wants children to learn and gives a lot of activities at once. Children do not always remain focused and engaged to raise

their achievements to a higher level.

- The childminder offers good opportunities for children to develop their early mathematics skills. For example, children are encouraged to count within activities, and to explore and understand size, quantity, and positional language. This supports children's understanding of mathematical concepts effectively.
- Overall, partnerships with parents are strong. Parents speak positively about the childminder and their children's experiences at the setting. They comment that they feel supported and are made to feel welcome. The childminder is now reflecting on ways she can work even closer with parents to promote children's continuation of learning at home.
- Children develop a love of books. They happily sit down and listen intently to stories. The childminder reads books with great intonation and children are excited to see what might be on the next page. Children point out pictures they like and confidently repeat familiar phrases from traditional tales. They learn new vocabulary and understand that print carries meaning.
- The experienced childminder teaches children to be independent from an early age. The daily routines are well organised and promote children's physical health and well-being effectively. For example, children learn to wash their hands before eating and have daily opportunities for outdoor physical play. She arranges her home and resources effectively to ensure that children can make choices in their play and learning. This prepares them effectively for future learning, and they become able and confident in their own ability.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of how to safeguard children effectively in her care. She understands wider areas of safeguarding, including how to identify possible indicators that families are exposed to extreme views and behaviours. The childminder completes relevant training in safeguarding and is aware of her role and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings.

What does the setting need to do to improve?

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

- ensure that the intended learning of planned activities is clear, to fully support the learning needs of all children
- explore further ways to involve parents in supporting and complementing children's continuous learning at home.

Setting details

Unique reference number	EY222944
Local authority	Doncaster
Inspection number	10062605
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 2002 and lives in Mexborough. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three-, and four-year-old children. She holds a childcare qualification at level 4.

Information about this inspection

Inspector

Jennifer Cowton

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 childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector jointly observed a planned indoor activity.
- Parents shared their views of the setting with the inspector.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of qualifications and the childminder's suitability to work with children.

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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