

Childminder report

Inspection date:

6 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are excited to attend this vibrant and nurturing setting. The childminder delivers the highest standards of care and education, which helps children to flourish and excel in readiness for school. Children are treated with warmth and affection, which helps them to feel content, safe and secure. They thoroughly enjoy high-quality daily routines that form an integral part of the childminder's extensive and rich curriculum. For example, children develop exceptional independence, social and small-physical skills. They chop up fruit and create intricate shapes, using miniature metal cutters. This makes snack time and eating healthy fruits fun. Children help to wash and prepare vegetables to accompany the wholesome, home-made cottage pie. Chopping tools are carefully selected, in line with children's level of manual dexterity.

Children are highly motivated by expert teaching that arises from limitless continued professional development. Adults expand children's already impressive language through animated stories and songs and as children develop their imagination skills in the inventive 'opticians' role-play area. Children develop wonderful friendships and use amusing narratives. The 'receptionist' instructs the 'customer' to complete an information form, read out the letters on the wall and choose their preferred glasses. Children's behaviour is exemplary. They copy politeness, respect and kindness. For example, older children show younger children how to use the sand moulds. Children patiently wait to take turns to steer the outdoor pirate ship or while practising their large-physical skills on the balancing beam.

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

- The childminder has an in-depth knowledge of each child in her care. She takes swift action to support children identified with a developmental delay and expertly plans for any gaps in children's learning. For example, she utilises boys' interests to extend their development of literacy and imagination skills. She adds stories to the enticing small-world dinosaur habitat. This is set up inside a tent using dinosaur figures and natural building resources.
- The childminder places a strong emphasis on children having a voice in her setting, for instance through questionnaires. She prepares children for what they will be learning about next, such as the world around them, growth and families, human or otherwise. For example, children go on outings to the zoo and visit a breeding sanctuary to observe the birth of seal pups.
- Children have a wealth of opportunities to learn about everyone's uniqueness. For example, while looking in mirrors to create self-portrait masks, children compare the colour of their hair and eyes. Children recall events, such as watching a Sikh wedding and learning about Chinese New Year. These are

brought to life through craft activities, food tasting, interactive displays and role play, such as a Chinese restaurant, that reflect multicultural artefacts.

- Children develop an excellent approach to learning. Younger children thrive on the encouragement they receive to press down harder while chopping vegetables, and to find the correct-sized spring-loaded case to fit the glasses in.
- Older children focus intently while learning about more-complex concepts, such as measuring, forces and motion as they channel the flow of water through plastic piping into utensils. They develop scientific curiosity and observational skills while investigating creatures from the bug hotel using varying magnifying resources.
- Children show high levels of motivation and engagement as they test out their ideas. For example, through trial and error, they discover which type of glue is more suited to different types of media as they use collage materials to create their masks.
- Children are highly sociable as they sing the 'hello' song to greet one another and take part in activities that help them to learn about feelings. Children are confident to ask for help while using scissors to cut lengths of string to represent their hair.
- The childminder provides assistants with superior coaching, support and mentoring. She makes excellent use of professional development programmes to constantly advance teaching and accelerate children's learning. This includes those that improve language outcomes for children through an interactive approach to reading stories. The childminder uses props and role play, for instance, and children enact favourite stories on story trails. Children confidently talk about the costumes they are wearing to celebrate World Book Day.
- Parents are highly informed about, and involved in supporting, their children's learning. For example, the childminder provides activity packs containing pegs to support children's development of small-muscle control. She shares information from training and videos of her modelling storytelling, to encourage parents to foster children's love of reading.

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	EY248337
Local authority	Doncaster
Inspection number	10376328
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 13
Total number of places	18
Number of children on roll	41
Date of previous inspection	24 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in the Skellow area of Doncaster. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants, one of whom works full time. She has a third assistant registered for emergency back-up care only. The childminder, and her full time assistant, hold an early years qualification at level 3. The childminder provides government-funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's home and garden.
- The childminder discussed with the inspector how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity being undertaken by the childminder's assistant.
- The inspector spoke to parents, children and the childminder's assistant during the inspection. The childminder shared written feedback from parents and children.
- The childminder shared documents, such as those related to children's learning and continued 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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