

Childminder report

Inspection date: 23 May 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 are very happy, safe and settled in the childminder's setting. They enjoy playing with the broad range of accessible resources. The childminder plans the sessions around children's interests, so that they are motivated to explore, inside and in the garden. She joins in with children as they play to support their learning and development. Children are keen to tell her that they remember the names of different shapes as they look at books together. The childminder encourages them to talk about the pictures in books, so that they develop the confidence to speak aloud. She checks to find out what children remember, for example the conditions that sunflower seeds need to grow into flowers. This helps the childminder to find out what children know, and to plan for their future learning.

Children form strong emotional bonds with the childminder. This supports their well-being well. The childminder has a calm and reassuring manner. Children know that she will respond to their individual needs positively. They behave well and learn how to make friends and cooperate with others. Children develop the confidence to try new experiences because they know the childminder is nearby to offer support, if needed.

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

- The childminder makes sure that children have opportunities to be physically active during the day. She shows children how to move in time to music as they dance together to favourite songs. The childminder encourages children to copy her actions as well as choosing their own ways to move. Children develop coordination and control in their movements, which helps them to build strong and healthy bodies.
- Children are excited to learn about the properties of different materials. They observe the changes that happen when they mix different coloured paints together. Children play with sand and discover that it needs to be damp for them to make sandcastles successfully.
- The childminder regularly takes children on outings in the local area. They visit parks, farms and local attractions. Children find out about the different places that serve their local community at first hand. However, the childminder does not consistently consider ways to help children learn about communities and cultures beyond their own.
- Parents have very positive views about the childminder's setting. They describe the progress which their children have made since starting to attend, and how they have grown in confidence. Parents say that they are kept really well informed about what their children have done during the day. They particularly value the healthy snacks and meals that the childminder provides for their children.

- The childminder shows much dedication and wants the best outcomes for children. She ensures that mandatory training is completed in a timely manner. However, the childminder is not currently focused on accessing opportunities for professional development to extend her knowledge and skills further.
- There are well-established partnerships with the local school that some children also attend. This provides consistency in children's care and learning needs across both settings. The childminder supports children as they get ready to start school. She encourages them to become independent in managing their self-care skills, for example going to the toilet and putting on their socks and shoes.
- The childminder has good induction arrangements to help children get off to a flying start. She uses her initial observations and discussions with parents to identify children's starting points in learning. The childminder plans the curriculum to coherently build on what children already know. Children make good progress over time.
- Children learn to use different tools and resources that need good hand-to-eye coordination. They know how to handle them safely, for example, when they are carrying scissors. Children draw pictures and designs, carefully considering the colours they want to use. When children are ready, the childminder shows them how to write the letters in their names, using the correct formation. Children's early writing skills are well supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current and robust. She accesses a range of training, online and face to face. The childminder describes the signs that would cause her to worry about a child's safety and welfare. She understands that she must report any concerns to relevant services. The childminder is vigilant about keeping children safe in her setting and on outings. She teaches children how to cross roads safely when they are out in the local area or collecting them from school. The childminder supervises children well to ensure their safety and well-being.

What does the setting need to do to improve?

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

- develop children's knowledge of the similarities and differences in families of different communities and cultures from their own
- identify professional development opportunities to focus on enhancing the current good quality of education to the highest levels.

Setting details

Unique reference number	EY250648
Local authority	Doncaster
Inspection number	10073156
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	2 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2003 and lives in Bentley, Doncaster. She operates all year round from 8am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rose Tanser

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk at the start of the inspection to discuss and observe how children's learning and development and safety are promoted.
- The inspector and childminder completed a joint observation of an activity and discussed the impact on children's learning and development.
- The inspector discussed with the childminder how she evaluates her service to ensure continuous improvement.
- The inspector spoke to parents and looked at recent written testimonials to gain their views on the childminder's setting.

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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