

Childminder report

Inspection date: 27 February 2020

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 have lots of fun with the childminder. She and her assistants are cheery and enthusiastic, and they evidently enjoy their work with children. This contributes to the safe, happy and stimulating environment. Children are busy and curious learners who become very involved in activities. They have a very positive attitude to learning and are keen to succeed. This is supported well by the childminder's generally high expectations for all aspects of her practice.

Plans for children's learning are effective and generally help them to build on what they know and can do. However, sometimes, the childminder does not focus her teaching precisely enough on what children most need to learn next. Despite this, children develop good skills in all areas of learning and some exceed typical levels of development for their age. For example, pre-school children show excellent problem-solving skills as they copy intricate patterns, using tiles of different colours and shapes.

The childminder teaches children to be kind and helpful. They form early friendships and play harmoniously together. For example, they help one another to complete a large floor puzzle and work together to get the pieces to fit. Older children show consideration for babies, helping them to join in with games.

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

- The childminder and her assistants continue with professional development and share their learning, which helps to enhance their teaching. For example, they have attended some training to help them to support children's literacy skills more effectively. Assistants say that the childminder supports them well and the overall morale in this setting is very high.
- Children enjoy a range of creative activities. Adults adapt their teaching to support children of different ages. For example, during a creative activity, the youngest children explore paint with their fingers and sponges. Older children are encouraged to use tools such as rollers and brushes, to introduce extra challenge. They use their imaginations well while they make patterns and paint pictures of their choice.
- The childminder has a secure understanding of how young children learn and knows the children in her care well. Overall, she provides a broad and effective curriculum that helps children to develop new skills across all areas of learning. However, occasionally, she does not focus her teaching well enough on areas where children are less confident.
- Children behave well. They take part in games that help them to learn about waiting and taking turns. They show great consideration for others. For instance, children share their counters with other children who join in with their game.

- Relationships between adults and children are warm and supportive. Children are very much at ease in the childminder's care. They show high levels of self-esteem and tell the inspector that 'hugs are important'.
- The childminder gathers children on the sofa for story times and they cosy up to her, ready to listen. Her skilful reading captures their attention and they become absorbed. They ask questions and discuss what happens in the story. They learn about the structure of books and learn the meaning of new and unfamiliar words.
- Partnerships with parents and other settings are well established. The childminder has developed effective ways to share assessments with them. They work together to plan for children's ongoing learning. Parents welcome ideas to extend their children's learning and share their achievements from home.
- The childminder reviews the impact her practice has on children's learning and development. For example, she regularly changes resources to bring fresh challenges to children. However, many activities that the childminder provides have a desired outcome or a prescribed way to play. There are fewer opportunities for children to explore and develop their own ideas during play.
- The childminder promotes children's good physical health well. She provides a nutritious menu of home-cooked meals and ensures children drink plenty of water. Children also benefit from plenty of fresh air and exercise. They learn good hygiene habits that help to protect their health.

Safeguarding

The arrangements for safeguarding are effective.

Children play happily in a safe and secure space. The childminder has robust procedures for recruiting assistants, and ongoing checks help to ensure they remain suitable for their role. The childminder has a secure understanding of child protection. She and her assistants keep their knowledge up to date through, for example, training sessions and contact with local support services. This helps them to be able to identify children who may be at risk of harm and to refer any concerns quickly and appropriately. All adults hold a certificate in paediatric first aid. They know how to manage children's accidents and deal with illnesses and infections.

What does the setting need to do to improve?

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

- focus teaching more precisely on areas of learning where children need more support to develop their confidence even further
- provide more opportunities for children to develop and use their own ideas during play.

Setting details

Unique reference number	EY257350
Local authority	Doncaster
Inspection number	10069282
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 10
Total number of places	18
Number of children on roll	28
Date of previous inspection	9 July 2014

Information about this early years setting

The childminder registered 2003 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs three assistants who work with her at various times throughout the week.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around her home and talked about how she organises her provision and her methods for teaching children.
- The inspector observed interactions between all adults and children and assessed the impact on children's care, learning and development.
- The childminder and the inspector observed and evaluated an activity together, which was carried out by a childminding assistant.
- The inspector spoke to the childminder about leadership and management matters at appropriate times during the inspection. She looked at documents provided for inspection, including evidence of the suitability of adults who live and work at the address.
- The inspector spoke to the childminder's assistants and children. She considered how parents' views are gathered and how this impacts on the childminder's practice.

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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