

Childminder report

Inspection date: 24 July 2025

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 and are exceptionally happy in this home-from-home setting. They benefit from a warm, nurturing and child-focused environment that has been carefully thought out to give them the best possible care and learning experiences. Children enjoy a familiar structure and routine that helps them feel safe. Children have strong bonds with the patient, caring childminder and any assistants they work with. The childminder knows each child and their families extremely well.

Children are confident and self-assured. They explore and investigate using high-quality resources. The childminder plans activities that deeply engage children and help them to meet their next steps. Activities are skilfully adapted to support the learning of all children. For example, a play dough activity with an 'under the sea' theme encourages younger children to build their muscle strength as they pull themselves up and stand at the table. They build strength in their fingers as they manipulate the dough. Older children use rolling pins and scissors to strengthen muscles in their hands to prepare them for early writing.

The children's behaviour is excellent. They learn to share and take turns. They learn to understand their feelings and manage their behaviour. They quickly develop the emotional resilience they need to build positive relationships and embrace challenges. Children build strong bonds with the childminder and their peers. They arrive at the setting excited to share their toys with their friends.

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

- The childminder plans a curriculum to meet the needs of the individual children. She teaches children to be respectful and confident, independent learners. The childminder builds on what children already know and can do. This helps to ensure that children are ready for their move to school.
- Children are developing strong independent skills. They confidently put on their own coats and shoes and manage their personal care routines, such as using the toilet and washing their hands. The childminder encourages and praises their efforts, which helps children build resilience and confidence in managing tasks for themselves.
- The childminder understands the importance of teaching children to lead a healthy lifestyle. She provides children with nutritious, healthy meals and snacks, and children get lots of physical exercise as they enjoy playing football in the garden and running and climbing at the park. Children are taught the importance of oral hygiene as they discuss who has brushed their teeth today and the reasons why.
- The childminder provides an environment that is rich in language. Children are introduced to new vocabulary, and when young children try new words, these

are repeated back to them. Throughout their play, children are engaged in conversations where they share their ideas and findings. The childminder asks lots of open-ended questions. However, children do not always get the time to think, reflect and respond before the question is answered for them. This does not encourage deeper thinking or allow children to learn to problem solve.

- The childminder understands the importance of building a love of reading. She encourages children to look at books relating to the activities that they are doing. For example, after playing with sea creatures and shells with the play dough, children settled down and shared a book called 'Under the Sea'. Children also enjoy regular trips to the library.
- Fundamental British values and understanding diversity are embedded in the curriculum. Children are taught to be respectful of others and to share and be kind. Children are given a choice of activities and have a good understanding of rules and boundaries. Children learn about other cultures and celebrate different religious festivals, play with dolls of different ethnicities and discuss the differences between themselves and their families.
- The childminder builds positive relationships with parents from the start. She builds an understanding of individual children and their families during settling visits. She keeps parents up to date with their children's progress and works with them to achieve their next steps. However, the childminder does not build positive working relationships with settings that share care for the children. This does not help support children to reach their full potential.
- The childminder weaves mathematical language into children's play as they count, recognise numbers, talk about shapes and explore size, weight and length. This helps children develop a secure understanding of early mathematical concepts.
- The childminder reflects on her practice and understands the importance of keeping her knowledge up to date. She completes statutory training courses and attends regular update sessions with the local authority.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the promotion of children's thinking and communication skills so they can develop confidence in expressing their ideas
- build positive working relationships with other providers who share care for the children in order to support them to reach their full potential.

Setting details

Unique reference number	EY262911
Local authority	Doncaster
Inspection number	10399758
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	12
Number of children on roll	15
Date of previous inspection	13 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Bentley, Doncaster. She operates all year round, Monday to Thursday from 7am to 6pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder and inspector viewed and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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