

Childminder report

Inspection date: 13 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children make good progress during their time in the childminder's care. They enjoy a broad range of activities that build on their experiences at home. They are sociable, confident, and keen to share their play and learning with visitors. Children enjoy outings off the premises. They think about the clothes they need for the weather. They develop their independence in putting on their coats, hats, and gloves. During outings, children learn to keep themselves safe, such as crossing the road safely, and the possible dangers posed by animals they do not know. Children begin to understand why good personal hygiene is important. They learn to blow their nose, put their tissues in the bin and wash their hands.

Children behave well. They receive clear guidance from the childminder, which means they have a secure understanding of right and wrong. Children develop their social skills when they interact with other children at playgroups. This helps them to become more confident in larger groups. Children take responsibility for tidying away their toys. They cut up their fruit at snack time and pour their own drinks. They develop their physical skills, such as running and climbing using large play equipment. During trips to the library, children enjoy singing and listening to stories in small groups. They learn to listen and pay attention. These activities help children develop skills they need for school.

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

- The childminder has a secure understanding of how the activities she provides support children's learning. She finds out from parents what children already know and can do when they start in her care. She shares information with parents frequently, so she keeps up to date with children's progress. The childminder plans her curriculum well to focus on children's interests and next steps.
- The childminder helps parents to access early intervention when gaps are identified in their children's development. The childminder has successful partnerships with other professionals to support children with special educational needs and/or disabilities (SEND). She shares information with other settings children attend to promote continuity in children's learning and ensure they have the best possible opportunities to reach their full potential.
- The childminder promotes children's understanding of their community and the wider world. During trips off the premises, they meet people from a diverse cultural community. For example, they visit shops run by people from different cultural backgrounds. Children visit places of interest that widen their experiences, such as exploring trains at the railway museum. They talk about people in the community who are there to help them, such as the fire service, police, and ambulance service.

- The childminder introduces core books, such as 'The Three Little Pigs'. Children demonstrate a good understanding of the story when they discuss the wolf's actions. They choose books from the library to read at home with their parents. This helps parents to continue children's learning. Children use a variety of media to make marks during craft activities. They are developing secure early literacy skills ready for the move to school.
- Children develop communication and language skills successfully. The childminder models language for children through favourite songs and rhymes. She demonstrates single words and helps them build sentences.
- The childminder teaches children about rules, sharing and taking turns during board games. She encourages children to play alongside each other during imaginative play. For example, they re-enact real-life experiences, such as making a cup of tea for guests. They dress up as favourite characters. However, the childminder does not fully consider how children's interest in role play can be fully embraced to enhance their imaginative and cooperative play.
- During construction activities, the childminder shows children that some pieces are straight, or curved. She introduces positional language, such as forwards, backwards, up and over. This supports children's early understanding of mathematics. However, the childminder does not always give the most-able children enough time to think critically and solve problems for themselves before offering solutions. For instance, she does not encourage them to work out what they can do if their toy vehicles do not fit under the bridge they have built.
- The childminder demonstrates a good commitment to her professional development. She links with other providers to share good ideas and practice. She works closely with the local authority and accesses online training to make sure she keeps her knowledge and skills up to date.

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:

- give the most-able children time to think critically and work things out for themselves before giving them solutions to problems
- consider how children's interest in role play can be fully embraced to enhance their imaginative and cooperative play.

Setting details

Unique reference number	EY280486
Local authority	Doncaster
Inspection number	10282962
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 February 2023

Information about this early years setting

The childminder registered in 2004 and lives in the Scawthorpe area of Doncaster. She operates her provision all year round, from 8am to 6pm, on a Tuesday, Wednesday and Thursday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision, their training and ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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