

Childminder report

Inspection date:

25 February 2022

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 extremely happy when greeted by the childminder. They are bursting with excitement to tell him what they have been doing. The childminder knows the children extremely well, so he can engage quickly into conversation. This helps children to feel safe and secure. Children demonstrate beautiful manners and behaviour. For example, when given a box of bricks, they say, 'thank you Terry', and when taking turns finding a matching dinosaur, they say, 'your turn now'. Children are learning excellent social skills.

Children's communication and language development are supported excellently. Children are encouraged to be inquisitive as they ask thoughtful questions of each other. Children are given time to think before responding. For example, when creating a picture, a child ponders, 'I wonder who lives in that barn?'. This initiates a wonderful conversation which builds on what the children already know. The children confidently recall and explain who lives in the barn, what they eat and who their friends are. As a result, children are making exceptional progress in their speech and language skills.

Children learn good hygiene routines and build on their independence. For example, they wash their hands before and after handling food and after blowing their nose. They put their own coats and shoes on. The childminder offers gentle guidance when needed.

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

- The childminder's curriculum is expertly constructed to spark children's interests and needs. Children are provided with carefully thought out activities that offer challenge and promote learning. For example, children construct robots from connecting bricks. They count out how many bricks, match colours and look at patterns to replicate the original robot. As a result, children are making excellent progress in their learning and development, including children with special educational needs and/or disabilities.
- Children demonstrate exceptional concentration skills as they complete a giant jigsaw with the childminder. They discuss the shape and size of each piece as they match it up, saying, 'this one has got a straight side'. Children count how many sides the pieces have and how many connections they have. They use this knowledge to quickly identify where to place the pieces in the puzzle. The childminder expertly focuses the children's attention on the activity. Children independently use mathematical language including shape, space and measure in their play.
- Children's well-being is promoted through thoughtful activities that help children to share their emotions. For example, children use an interactive emotions board

to identify how they are feeling. The knowledgeable childminder uses this information to support children to understand their feelings and emotions. As a result, children are learning to self-regulate their emotions.

- Children are learning what makes them healthy. They grow vegetables such as potatoes, carrots and salad in the summer. Children use these to prepare healthy snacks. They take regular trips to the garden centre to buy seeds to plant. Children enjoy outings to the woods and park where they can run around and climb. This promotes their physical health.
- Children are learning how to keep themselves safe. They understand the rules and boundaries set by the childminder. For example, when asked where they stop when they cross the road, children reply 'at the concrete line before the road' and 'make sure you are holding someone's hand'.
- Feedback from parents is overwhelmingly positive. Parents comment on how much their children are learning in the childminder's care, especially their manners. The childminder takes the time to get to know children and parents before they start. This helps children to settle quickly. Parents have regular discussions with the childminder to explore ways to improve children's learning and development both while with the childminder and at home.
- The childminder regularly attends a variety of professional development courses to ensure he is supporting children to the best of his ability. He uses his excellent knowledge of health and safety to ensure that children make safe and calculated risks in their play, especially outdoors. As a result, children receive extremely high quality support to make excellent progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the signs and symptoms that may indicate a child is at risk of harm. He knows who to contact if he has a child protection concern regarding a child or adult. The childminder has completed a vast amount of safeguarding children training. After each training event, he reviews his practice and makes changes to his policies and procedures accordingly. The childminder has an extensive knowledge of health and safety and implements robust risk assessments to ensure children and adults are safe and secure. For example, he has completed a comprehensive risk assessment for work being carried out in the kitchen. He has put safety measures in place to ensure children are safe.

Setting details

Unique reference number	EY309464
Local authority	Doncaster
Inspection number	10117389
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	14
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Bessacarr, Doncaster. He operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Jo Clark

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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Observations of activities were evaluated by the inspector and the childminder.
- Children spoke to the inspector about their experiences in the setting.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.
- Letters and comments from parents and other early years professionals were reviewed.

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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