

Childminder report

Inspection date: 6 March 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 are happy and self-assured in the care of the warm and nurturing childminder. She provides a home-from-home environment to give children a deep sense of security. Children flourish in their personal, social and emotional development. They establish positive relationships and acquire a strong sense of self-awareness. For example, the childminder introduces babies to the names of body parts and supports them to find their own 'eyes', 'noses' and 'mouths' through gentle interactions. Older children learn about feelings and how their actions can make others feel.

The childminder has an ambitious curriculum in place and knows children well. Children engage readily in activities and stay focused for long periods of time. They persevere with more-difficult tasks, such as peeling pieces of tape that have been placed across a tin to release the toys trapped inside. This helps children to strengthen their hand-eye coordination, fine motor skills and problem-solving skills. The childminder encourages children to persist with the task. She praises them for their efforts when they succeed. This helps to boost children's confidence and self-esteem. Children demonstrate a sense of satisfaction when they achieve what they set out to do. They behave well. Children understand routines, listen carefully and follow the childminder's instructions.

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

- The highly experienced childminder is confident, dedicated and enthusiastic about her work. She has a good understanding of how to support children with special educational needs and/or disabilities. The childminder works well with other professionals who share the care of children. This ensures clear communication to help support children with their needs and development.
- Parent partnerships are strong. Parents and carers speak highly of the level of care the childminder gives to their children and the level of support they receive. Parents feel well informed about their children's development. The childminder encourages parents to continue their children's learning at home by sharing ideas.
- The childminder encourages children to be independent. Even the youngest of children go and get their own coats from their peg when it is time for outdoor play. The childminder encourages older children to put on their own shoes and coats. Children feed themselves independently, and older children use the toilet and wash their hands independently. This helps to ensure that children are ready for school and their next stage in learning.
- Children have lots of opportunities to increase their cultural capital. For example, the childminder takes them to visit lots of different places, including the wildlife park, woodland walks, local parks, playgroups and the library. However, while

the childminder does take children to the library and reports that she reads a story at quiet time before they go home, children do not have the opportunity to look at books independently during their play. This does not consistently encourage children to extend their interest in books.

- The childminder educates children and their families on the importance of following healthy lifestyles. She has a healthy packed lunch policy in place and provides children with the opportunity to try lots of different fruits at snack time. Children are physically active in the garden, at local parks and on local woodland walks. The childminder understands the importance of promoting good oral hygiene and has recently purchased a toothbrushing station for children.
- The childminder explores some cultural festivals with children. However, she does not embed diversity into everyday practice to help extend children's understanding of life in modern Britain. For example, the childminder does not provide consistent opportunities to deepen their knowledge of other cultures, religions and disabilities within the setting.
- The childminder has clear next steps in place for all children's learning. However, she has not considered how to sequence the curriculum for mathematics to ensure that it builds on what children already know and can do before moving on. For example, the childminder asks children to match a number of objects with the corresponding number before they are able to say and recognise numbers and count in order.
- The childminder completes all required training. She keeps her knowledge and understanding up to date by reading updates and completing training that is provided from 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:

- extend opportunities for children to develop a love of reading from a young age, such as by providing them with more access to books
- strengthen the teaching of diversity throughout the setting to extend children's understanding of life in modern Britain
- sequence the mathematics curriculum more precisely to build on what children know and can do.

Setting details

Unique reference number	EY310091
Local authority	Doncaster
Inspection number	10380799
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	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	24 June 2019

Information about this early years setting

The childminder registered in 2005 and lives in Bentley, Doncaster. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact 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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