

Childminder report

Inspection date: 12 June 2024

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 form close attachments with the experienced childminder and show good levels of emotional well-being. The childminder knows the children in her care well. She spends time settling new children into her home and builds strong relationships with them. All children, including new children to the setting, are settled and demonstrate that they feel safe. Children are keen learners. They move independently around the childminder's home and choose what they want to play with, indoors and outdoors.

The childminder is a good role model. She has a gentle approach and communicates respectfully with children. Children develop strong social skills and interact with kindness and respect. Older children are kind and considerate of younger children's needs. For instance, older toddlers gently stroke babies' hands and feet as they soothe them. Children behave very well.

The childminder helps children to build their early mathematical skills. She introduces children to counting and mathematical language as they play. She encourages children to sort different-coloured play ice creams into their matching coloured pairs. Children show determination and perseverance as they work together to find a missing brown ice cream. The childminder congratulates children as they achieve the desired outcome.

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

- The childminder has a clear curriculum with a strong focus on communication. She models the correct pronunciation of words, encouraging children to repeat what they are saying if it is unclear. She talks with children about a wide variety of subjects. Overall, children make good progress in their speech and language development. The childminder generally supports children to gain the vocabulary they need to become confident communicators. However, she does not consistently extend children's vocabulary further, such as by using more descriptive language.
- The childminder has effective systems in place to get to know children well before they start. This includes meeting parents to gather information about their child and arranging settling-in visits. This helps children to build strong bonds with her so they feel secure in her care.
- The childminder develops positive relationships with children and knows their learning needs well. She encourages more reluctant speakers to join in with much-loved songs such as 'The Wheels on the Bus'. She pauses, allowing children time to join in with a favourite word or action.
- The childminder closely tracks children's achievements weekly to plan for what they need to learn next. Any gaps in children's learning are identified at an early

age. Appropriate next steps are identified to ensure that children make good progress in relation to their starting points. The childminder knows who to contact should children need extra learning support.

- Children gain a good understanding of healthy lifestyles. The childminder understands that having fresh air and exercise is important for children's health and development. Children are able to access her secure, well-resourced garden and visit local parks. The childminder encourages children to follow good hygiene routines, such as wiping their noses and washing their hands. She teaches them to make healthy food choices. Children confidently identify that foods such as broccoli and carrots are good for them. Children talk about oral health and the importance of brushing and flossing their teeth.
- Children learn about British values and develop a sense of what is right and wrong during their play. For example, children regularly display good manners and say 'please' and 'thank you' in response to others. They demonstrate an understanding of the house rules, eagerly informing visitors of the rules.
- Partnerships with parents are strong. Parents comment on the childminder's positivity, caring personality and professionalism. They appreciate the adaptations the childminder makes, such as to routines, to accommodate children's individual needs. The childminder encourages parents to be fully involved in their child's learning and development. Parents are encouraged to share learning at home via a social media app. Parents acknowledge that they are kept well informed.
- The childminder reflects on her setting, ensuring that it meets the needs of the current children in her care. She completes professional development training, and attends playgroups where she discusses ideas and latest practices with other childminders. Links with the local authority help her keep up to date with current early years practice.

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 children's vocabulary even further, such as by introducing more descriptive language.

Setting details

Unique reference number	EY311223
Local authority	Doncaster
Inspection number	10351506
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2005. She operates Monday to Friday from 7.30am to 5.15pm, all year round, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Barrett

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 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 their early years setting, including the aims and rationale for the curriculum.
- 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 inspector carried out a joint observation with the childminder.
- Parents shared their written 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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