

Childminder report

Inspection date: 26 July 2022

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 very happy and enjoy their time with this experienced childminder and her assistant. The childminder knows them well and plans a range of activities and experiences to enhance and promote children's learning. Children are enthusiastic and motivated to learn. They enjoy finding out about dinosaurs and exclaim 'Wow! this is magic!' as they excitedly dig for eggs in sand. They eagerly listen to stories as the childminder skilfully introduces and explains words such as 'prehistoric'. This helps children to develop their vocabulary and make good progress.

The childminder's nurturing approach helps children feel safe and secure. They feel content and settle quickly. Parents compliment her homely environment and comment on how she 'greeted everyone with a smile'. Older children tell the inspector that they are grateful for everything that she does for them. Children behave well. The childminder has high expectations for them, and they are well aware of rules and routines such as the importance of sharing and using 'indoor voices'. For example, even the youngest children help tidy away toys and older children manage turn taking independently. The childminder kindly praises children. She recognises when they have been helpful and kind. This helps to boost their self-esteem and confidence.

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

- The childminder knows children well and assesses their development accurately. Children access an extensive range of toys and resources suited to their age and stage of development. These support children's learning well across all areas of the curriculum. However, the childminder does not always consider the suitability of adult-led activities for young children and babies. Therefore, not all children make the progression of which they are capable.
- Children have vast opportunities to explore the world around them. They taste foods from many countries such as specialities from Poland and learn about wedding celebrations in different cultures and religions. They are taught about the different jobs that people have, such as refuse collectors and patrol crossing officers while out in the community. This helps to develop their social and cultural awareness. Children visit the duck pond where they observe life cycles and develop their physical skills at soft-play centres. The childminder has strong links with other childminders, and regular meet-ups allow children to develop their social skills and form friendships.
- Children's communication and language skills progress well. The childminder enthusiastically joins in with play and provides quality interactions where she introduces new vocabulary such as 'scarlet' and 'turquoise' when describing colours. Overall, the childminder's questioning of children is good. However, she does not always support their thinking skills as effectively as possible. For

example, she sometimes asks children questions and then gives the answer before they have time to think and respond.

- Children develop good mathematical skills. They build towers and count blocks. The childminder recognises when children make rapid progress and extends learning by introducing concepts such as addition, and discussing the properties of shapes. This helps children develop a wide range of skills and knowledge and be well prepared for moving onto school.
- Children learn how to keep themselves safe. For instance, the childminder talks in detail with them about correct handwashing procedures. They learn about the importance of healthy lifestyles as they prepare fruit and choose foods for picnics. The childminder teaches children how to stay safe online and shares this important information with parents.
- Partnerships with parents and other professionals are effective. The childminder helps parents to extend children's learning at home. She provides tips on how they can promote learning through books and storytelling. This helps to develop children's love of reading. Furthermore, she works closely with schools to share ideas on planning activities so she can complement children's schoolwork at her setting. This helps children to make continued progress.
- The childminder effectively evaluates her practice. She considers how to make changes to the environment to benefit children. For example, she is currently improving the outdoor area to make it more accessible in all weathers. She regularly undertakes training and shares this with her assistant to further drive improvements in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of how to recognise and report concerns about children's welfare. She describes a wide range of signs and symptoms which may indicate that a child is at risk of harm. She has recently undertaken training to develop her knowledge about the risks of radicalisation and extremism. The childminder risk assesses her home each day to identify and reduce any possible hazards to children's well-being. Children practice regular fire drills in case of an emergency. The childminder has clear risk assessments in place to ensure children's safety while on outings. This helps to keep them safe.

What does the setting need to do to improve?

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

- consider the suitability and relevance of planned activities for young children and babies to ensure that outcomes are strong for all children
- give children the time and space they need, in order to support their thinking skills as effectively as possible.

Setting details

Unique reference number	EY340938
Local authority	Doncaster
Inspection number	10073747
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 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	19 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday and occasional Saturdays, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder also works with an assistant. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. The inspector observed the interactions between the childminder and children.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of 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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