

Childminder report

Inspection date: 12 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children in this setting are happy, settled and safe. They enjoy playing in a large well-equipped garden that presents many physical challenges. Children have access to a climbing frame with swings and a slide, a planting area, a mud kitchen and lots of wheeled toys to push and ride on. Children can choose freely and enjoy the space. The childminder provides a wide range of resources and activities for children to explore. Children investigate sand, water and items such as jugs, bowls and spoons. The childminder promotes children's physical skills and teaches them how to use equipment. Children feel valued and confidently explore the activities on offer. The childminder regularly takes children on trips to a play centre, parks, woodland and further afield.

The childminder is calm, affectionate and engaged in her interactions with children. She is tuned in to the children in her care. The childminder encourages children to use new words, such as 'purple' and 'sticky'. When she reads the familiar story of 'Dear Zoo', she reads with enthusiasm and asks children questions. Children join in with the story, calling out 'giraffe', 'grumpy' and 'frog'. Parents say that the childminder is 'fantastic' with their children. They comment that they have seen a big jump in their children's development in speaking, singing and interacting with others.

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

- The childminder enjoys being with children and this was evident throughout the inspection. She is calm and has a clear understanding of each child. The childminder has identified children's starting points in learning from her observations, discussions with parents and from their responses to questionnaires.
- The childminder observes children at play so that she can identify their progress. Overall, she has a clear intention for what she wants children to learn. However, sometimes the childminder plans activities which are too short for the age of the children. This means that some children do not have the opportunity to return to explore further and deepen their understanding.
- The childminder is well motivated and takes time to plan activities for children. She has high expectations of the children. However, on occasion, the childminder, in her enthusiasm, plans activities which are sometimes too complicated for children. She does not consistently have a clear focus on the skills or components which she wants children to learn during some activities.
- The childminder carefully organises the environment to make good use of the resources and space available. Children use natural materials, such as wooden slices and real-world items, alongside toys. The childminder collects natural materials, such as acorns, when children are out and collects recycled packaging

for the children to use to inspire their creative play.

- Children's behaviour and attitudes are good. They are encouraged to greet visitors. The childminder has a clear routine so that children feel secure and know what to expect. She encourages younger children to sleep when they feel tired.
- Children are given time to respond, and express themselves through their language and actions. The childminder interprets, understands and repeats their words and phrases, such as when they say 'hidey-boo'. She uses nappy-changing times as an opportunity to nurture connections with children. The childminder sings and counts, and children join in.
- Parents appreciate the detailed feedback, diary and information as well as the care and learning that their children are receiving. They comment on the childminder's good verbal and written communication. Parents enjoy getting updates from the childminder.
- Children are encouraged to develop healthy lifestyles. They are supported to wash their hands, sometimes with wipes. Children are offered fruit and other healthy snacks and outdoor play in the fresh air.
- The childminder has built close links with the local school, and supports families and children in their transition on to nursery and school. She has a good relationship with the local authority and contacts them for guidance and support.
- The childminder makes sure that all relevant documents are up to date and well organised. She has completed all required training and has participated regularly in vocational training courses to improve, inform and develop her practice. The childminder is making plans to further extend her focus on children learning outdoors and about the natural world.
- The childminder works closely with another childminder to facilitate visits further afield. She is reflective and evaluates her practice. This helps her to make changes and adaptations, such as moving activities for one- and two-year-old children to the floor.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding courses. She updates her knowledge regularly through her programme of continuous professional training. The childminder has a clear understanding of signs and symptoms of abuse, and knows how to make a referral. She is aware of a range aspects of safeguarding, such as radicalisation. The childminder records accidents and incidents, and shares these with parents. She makes daily risk assessments of the setting and garden. The childminder makes sure that visitors sign in and out of the setting to further safeguard children.

What does the setting need to do to improve?

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

- focus more precisely on the skills and components which children need to learn during planned activities
- provide opportunities for children to return to explore activities further and deepen their understanding.

Setting details

Unique reference number	EY361530
Local authority	Doncaster
Inspection number	10062614
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 8
Total number of places	8
Number of children on roll	7
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder was registered in 2007 and lives in Conisbrough, Doncaster. She has a recognised early years qualification at level 3. The childminder provides early funded education for children aged two, three and four years. She currently operates all year round from 7.30am to 5.30pm, Monday, Tuesday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Caroline Brooks

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 setting.
- The inspector and the childminder completed a learning walk of the areas used to understand how the early years provision is organised.
- The inspector held discussions with the childminder.
- The childminder showed the inspector a selection of relevant documents relating to suitability and training.
- The inspector observed children in the setting indoors and outdoors.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022