

Childminder report

Inspection date: 11 March 2020

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

The childminder provides a warm and welcoming environment for children. There is a wide range of resources available to them throughout the ground floor, upstairs and in the rear garden. The childminder and her assistant interact well with the children in their care. They are affectionate and gentle in their approach. Children show through their behaviour that they feel safe in their care. The childminder and her assistant give children lots of support and praise, which supports their confidence and self-esteem. Children of all ages play well together.

The childminder supports children to develop their understanding of their feelings and emotions. For example, children share books with the childminder and learn about their own feelings and the feelings of others. They listen to stories and confidently point to pictures of happy and sad faces. The childminder encourages children to fill in missing words. Children show a fondness of rhymes and singing. They join in singing and dancing with excitement, and show delight as the colourful lights flash and shine. Children move their bodies to the music and songs that play. They show good control and coordination in their movements. This helps to promote children's physical and emotional well-being.

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

- The childminder and her assistant promote healthy lifestyles and children's independence during daily practices. For example, at mealtimes, children help to lay the table. Children learn that healthy foods are good for their bodies. They make choices from a nutritious selection of food and serve themselves. Children talk about their likes and dislikes, where food comes from and if it is healthy. The childminder encourages children to put on their own coats and shoes. These practices help to prepare children for school or the next stage of their learning.
- The childminder uses children's individual interests effectively. She provides a wide range of activities to engage children of all ages. Children are motivated and eager to join in. The childminder and her assistant sit alongside children as they play. They offer lots of encouragement to children for their achievements. The childminder and her assistant interact positively with children. However, they do not consistently give children enough time to develop their own ideas and think and respond, as they answer the questions for them.
- Children have fun as they learn, using all of their senses. For example, they enjoy investigating a large tray full of coloured rice. Children delight in filling and emptying containers. They use tools such as scoops and funnels, to explore what they can do. The assistant introduces mathematical language as children explore weight and quantities together.
- The childminder is dedicated about the care that she provides. She strives to continuously improve her setting and seeks out new training for herself and her

assistant, to keep enhancing their knowledge. The childminder proudly shows how she is using new areas within her home and strategies to support children. For instance, she uses a 'calming method' to support children with self-regulation. The childminder explains concepts and activities from online articles she has accessed.

- The childminder and her assistant use the local environment to extend children's learning. Children enjoy a bus ride to the shops and local attractions with their friends. The childminder uses these visits to teach children how to keep themselves safe, such as when crossing the road. Furthermore, the childminder and her assistant take children out to playgroups with other childminders. Children benefit from new experiences and making relationships with people outside of the setting.
- Relationships with parents are good. The childminder communicates effectively with parents on a daily basis and keeps them up to date with their children's achievements. She positively encourages parents to contribute ongoing details from home to enable her to be well informed about children's skills and abilities. However, the childminder is less successful in her attempt to communicate with other early years settings to strengthen the consistency of children's shared care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of safeguarding. They are confident about protecting children from all forms of abuse, including online dangers and extremism. The childminder and her assistant are aware of the signs that a child may be at risk of harm. They have a good understanding of local safeguarding procedures and where to report any concerns that they may have about a child. The childminder and her assistant complete risk assessments and review them regularly to minimise and reduce any potential hazards.

What does the setting need to do to improve?

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

- give children more time to think about the questions asked of them and to express their own thoughts, ideas and explanations
- explore further ways to communicate with staff at other settings that children also attend, to strengthen their consistency of shared care and learning experiences even further.

Setting details

Unique reference number	EY366548
Local authority	Doncaster
Inspection number	10062616
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	20
Date of previous inspection	21 October 2015

Information about this early years setting

The childminder registered in 2007 and lives in Norton, Doncaster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband, who is a full-time assistant. She has a relevant qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- At appropriate times throughout the inspection, the inspector spoke to the childminder, children and her assistant.
- The inspector looked at relevant documents, including children's records, policies and procedures, training, and evidence of the suitability of the childminder, assistant and other adults living in the household.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.

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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