

Childminder report

Inspection date:

20 July 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

The childminder creates a home-from-home experience for the children within her care. Children are extremely happy within the childminder's presence and are happy to go to her for comfort. They enjoy their time at the childminder's house and comment on how they have a lot of toys to choose from to play with.

The childminder works well with the local school and ensures the activities she provides complement the learning which is taking place in school. For example, the childminder has set up several activities to support children to understand how things grow. The childminder explains the different types of plants which are available and encourages the children to use different senses to learn about them, such as smell. She also encourages them to recap on their previous learning. For example, they have previously measured how tall the sunflowers are.

The childminder receives very good feedback from parents, who are extremely happy with the care which is provided. They comment on the childminder's compassionate, calm and caring nature. The childminder speaks to the children about healthy foods and encourages them to try new things. They have opportunities to be active and develop their physical skills in a nearby field.

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

- The childminder supports children's language and communication skills effectively. She sits with the children while they eat and discusses the school day with them. The childminder also introduces new words to the children. For example, she teaches them about the names of different types of flowers, such as dahlia. This helps to broaden children's vocabulary.
- The childminder has a good understanding of how to promote positive behaviour. She sets house rules for the children, which are shared with the children and their parents when they first start at the setting. The children know the expectations when they first arrive at the setting. For example, they wash their hands and put away their bags and shoes. As a result, children learn to behave well.
- The childminder allows the children to choose how they want to spend their time in her home. This is skilfully balanced alongside planned activities, which complement the learning which is taking place at school.
- Communication with the school that the children attend is good. The childminder ensures she knows what the children are learning in school and links this back to the activities she provides at the setting. For example, when the children were learning about Diwali at school, the childminder continued this at the setting by encouraging the children to draw around their hands and decorate them.

- Partnerships with parents are strong. The childminder communicates with the parents about the child's day. Parents express high levels of appreciation and gratitude for the childminder. The childminder takes time to talk to the parents when they first start to find out what their child enjoys doing. As a result, the childminder is able to offer effective support to the children from the start.
- Since the COVID-19 pandemic, the childminder has implemented additional handwashing routines. For example, she ensures children wash their hands when they come in from school. The childminder promotes children's independence and, at the same time, is available to support them if required.
- The childminder has kept up to date with mandatory training, such as first aid and safeguarding. She is confident about what to do in case of an emergency and regularly teaches the children about this too. For example, the childminder and children complete regular fire drills. This helps children learn how to keep themselves safe.
- The childminder effectively supports the development of children's literacy skills. For example, she takes the children to a local library and supports them with reading challenges. This helps to develop children's enjoyment of books.
- The childminder has plans in place of how she would like to improve the service she provides. These include promoting partnerships with the school even further to allow the childminder to support children with reading. The childminder also plans on attending further training for her own professional development.
- The childminder has an excellent selection of toys and resources for all ages of children in her care. These are easily accessible to all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe within her home. She has a good understanding of child protection issues and knows the signs which may indicate a child is at risk of harm or abuse. The childminder is aware of who she would contact if she had a concern and knows the procedure if an allegation was made against her. She has good knowledge of wider aspects of safeguarding, such as female genital mutilation and her responsibilities regarding the 'Prevent' duty. She has attended regular safeguarding training and keeps up to date with any changes. She has a good knowledge of how to keep children safe online.

Setting details

Unique reference number	EY375784
Local authority	Doncaster
Inspection number	10117448
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	5 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 June 2015

Information about this early years setting

The childminder registered in 2008 and lives in Tickhill, on the outskirts of Doncaster. The childminder currently operates term time only from 7.45am to 9am and 3pm to 6pm, Monday to Thursday, and from 7.45am to 9am on Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Amy Whiting

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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