

Childminder report

Inspection date: 19 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home setting. She is attentive to children's individual needs. She engages in warm, friendly interactions with children. As a result, children settle well. They confidently go to her for support and reassurance. This helps children to develop a positive sense of themselves.

Children behave very well. They remember the rules of the setting. They proudly tell the childminder when they have shared something with their friends. The childminder helps children manage their friendships. For example, prompting children to think about what they might say when they would like a turn. As a result, children form good relationships with others.

Children are developing a love of stories and songs. They choose to look at books independently. When adults read to them, they listen attentively. They remember what happens next and talk about the characters in the story. The childminder introduces new words as children play. Children make good progress in their communication and language development.

The childminder uses observations, and discussions with parents, to assess children's developmental progress. She provides timely, targeted support for any gaps in children's learning. Consequently, all children, including those with special educational needs and/or disabilities, reach their full learning potential.

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

- Since the last inspection, the childminder has developed the curriculum. The childminder has a good understanding of what she wants children to learn and be able to do. The childminder plans activities, and provides resources, that build on children's interests and support their learning in all areas of development.
- The childminder knows children well. She monitors their developmental progress. She works with parents, and other professionals, to provide targeted support for children who need it. This means that all children make good progress.
- Children concentrate for extended amounts of time. The childminder demonstrates and explains how to roll out play dough. Children keep trying when it is difficult. The childminder tells them to use the flat of their hand and 'push' with 'force'. Children exclaim, 'It's flat'. They show pride in their achievements. They develop their small-muscle skills, which helps to prepare them for early writing.
- Children make good progress in their communication and language skills. The childminder introduces new words through stories, songs and during play. She

repeats what children say, modelling the correct pronunciation. She helps children to think about the size of their play dough. She introduces mathematical language, such as 'tiny' and 'large'. Children count how many play dough shapes they have made.

- Sometimes, when children have mastered a skill, the childminder does not adapt the activity to further extend children's learning. For example, when children can skilfully cut play dough using scissors, or easily halve a shape.
- The childminder has high expectations of children's behaviour. She reminds them of the rules. For example, to share with their friends. Children wait patiently for their turn. They tell the childminder, 'He's sharing with me' and the childminder praises them. This creates a calm environment where children are ready to learn.
- Children form warm, caring relationships with the childminder. Children's care needs are met with sensitivity. When children fall, the childminder goes immediately to them, reassuring and supporting them. As a result, children recover quickly and return to their play. This helps them to develop resilience.
- Parents appreciate the home-from-home environment that the childminder provides. The childminder shares information with parents when they bring and collect their children. This includes information about the activities they have enjoyed, their learning and how parents might support this at home.
- The childminder has planned and/or completed professional development opportunities, including training courses, for herself and her assistant. These have been chosen to enhance teaching and meet the needs of children attending the setting. Consequently, the quality of education provided continually improves.

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:

- enhance good teaching practices further by adapting activities to extend children's learning and development.

Setting details

Unique reference number	EY382328
Local authority	Doncaster
Inspection number	10349860
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 April 2024

Information about this early years setting

The childminder registered in 2008 and lives in Campsall, Doncaster. She operates all year round, except for a week at Christmas, bank holidays and family holidays. Sessions are from 7.30am to 6pm Monday to Thursday, and 7.30am to 5.30pm Friday. The childminder holds an appropriate qualification at level 3. She provides funded early years education places.

Information about this inspection

Inspector
Rebecca Miall

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector carried out a joint observation of the assistant's practice.
- 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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