

Childminder report

Inspection date:

23 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder's home is safe and welcoming. She is keen to provide a good service for families. There are secure bonds between the childminder and children across the age groups. Children seek her out for cuddles and reassurance. However, the childminder has not met some requirements as she has been working with an unregistered assistant. This is not intentional but arose as there were gaps in the childminder's understanding of the process to follow to register an existing household member as a new assistant. Suitability checks were completed, as part of the household member's registration. In addition, this household member has completed safeguarding and paediatric first-aid training. The risks to children are not significant. The childminder has started to address this oversight to minimise any impact.

The childminder greets children very warmly. Children are happy in her home and have fun. The childminder is caring and respectful to children. She models good manners, such as saying please and thank you. Children behave well relative to their ages. They cooperate together as they build towers of bricks together and knock them down. Children are learning to share and take turns. However, occasionally, they become restless during adult-led activities. There is not consistently enough on offer to stimulate and challenge all children fully in their learning.

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

- The childminder reflects on what she needs to do to improve her provision. For example, she recognises the importance of finding out more about what children experience when they are not with her. Despite her best intentions to meet requirements, there are occasions when she has not succeeded in notifying Ofsted of changes to her household that potentially may impact on her childminding.
- The childminder supervises children closely during their play. She aims to support children's development, such as by encouraging counting, naming animals, and colour and size recognition. This helps to promote children's communication and language skills and some early mathematical skills. Although she knows the children well, the childminder does not consistently use her knowledge and interactions to build further on what children already know and can do. For example, on occasion, she misses opportunities to extend children's vocabulary further and for children to solve problems.
- The childminder and her assistant complete mandatory training, such as paediatric first aid, and plan to refresh their safeguarding training shortly. Nevertheless, the childminder does not yet focus on identifying specific professional development for herself and her assistant to help enhance the

quality of teaching and learning.

- Children choose from a good selection of books, in the playroom, that they enjoy looking at on their own. Babies and young children turn the pages for themselves. The childminder asks them questions about the pictures. They sing songs together during their walks in the community. This helps children to develop some of their language and literacy skills. Children have fewer opportunities to make choices from the wider range of quality resources, stored separately from the house. They have less experience of leading their own learning through play.
- Children are learning to do things for themselves in preparation for their future learning. They 'have a go' at putting on their own shoes and coats, with adult help when needed. They hang up their clothes in a designated area, in readiness for starting nursery and school. The childminder prioritises supporting children to develop their independence. For instance, she celebrates a child's success with toilet training.
- Parents value highly the care they and their children receive from the childminder. They feel that their children are 'safe, well-cared for and supported'. They comment that the childminder communicates well with them through regular updates and photographs. Parents say the childminder is particularly supportive in helping children to settle in and build their confidence.
- Children visit local parks and go on walks with the childminder. Babies pull themselves up on furniture and take steps towards the childminder, smiling broadly. Children practise their physical skills and benefit from fresh air. They sometimes attend local playgroups where they can socialise with other children. This helps them to find out about the wider community. The childminder knows that all the children in her care are registered with a dentist.

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:

- develop an accurate understanding of how and when to notify changes to Ofsted, to remain fully compliant with all registration requirements
- plan and implement a more challenging and structured curriculum that builds consistently on what children already know and can do
- develop a targeted programme of professional development that helps improve teaching skills for the childminder and her assistant further
- review the organisation of access to a range of resources to enable all children

to make choices in their play and lead their own learning at times.

Setting details

Unique reference number	EY382328
Local authority	Doncaster
Inspection number	10335106
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	0 to 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	5 June 2018

Information about this early years setting

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

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children. She spoke with children at appropriate times throughout the inspection.
- The inspector took account of the views of parents in written feedback.
- 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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