

Childminder report

Inspection date: 21 July 2025

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

Children settle quickly after receiving a warm and friendly greeting from the cheerful and loving childminder. They are very at ease with the childminder, with whom they have built a secure attachment. This helps children to feel safe, secure and happy. This is promoted further by children taking part in consistent, well-organised daily routines that help develop their independence and small-muscle skills. For example, children readily wash their hands before eating, choose what they would like for breakfast, help to chop up fruit and pour drinks. The childminder sets and models high behavioural expectations, which children readily follow. For example, children share resources and play cooperatively during activities. They learn to use good manners and speak respectfully to one another. The childminder uses resources, such as a sand timer, to support turn-taking and uses language to reinforce positive behaviours such as helping to tidy up.

Overall, the childminder plans an effective curriculum that helps children to make good progress and be prepared for future learning. Children are keen learners who enjoy taking part in fun-filled activities. This includes those that help children develop their creative skills and hand-eye coordination such as painting and threading. Younger children negotiate space while developing their physical skills as they push dolls around in a pram and manoeuvre wheeled toys. Older children skilfully use more challenging resources such as a space hopper. Older children use impressive language and recall while reading a story back to their friends.

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

- The childminder adapts adult-planned activities such as threading effectively to meet children's differing development stages. However, her organisation of the indoor learning environment does not fully support younger children's stage of learning as they lead their own play.
- The childminder plans outings to build on children's social and physical skills. For example, children mix with other children at toddler groups and use a broader range of apparatus while visiting soft-play centres and the park.
- The childminder enhances children's fun and enjoyment through her good-quality interactions. She joins in with action songs that help children develop their core strength, balance and coordination and sings jolly songs that reinforce good hygiene routines.
- The childminder shares a variety of information with parents face to face, electronically and through her notice board. However, information sharing about children's next steps in learning and how parents can support these is not always fully effective.
- Children show great focus and engagement during adult-planned activities that help them develop a love of learning. Older children show excellent

perseverance as they use challenging threading resources that require more precise hand-eye coordination. Younger children repeatedly place circular pieces of cereal onto thin plastic sticks placed vertically in dough. Such activities are very closely supervised by the childminder to ensure children's safety.

- The childminder promotes children's early mathematical development well. For example, older children match numbers to quantity. As they connect dots to create shapes using paint and cotton buds, they confidently explain the difference between a rectangle and a square. The childminder sings number songs and spontaneously weaves in early mathematics such as counting how many beads children have threaded.
- The childminder positively encourages children to keep trying when they do not always get things right the first time. This helps to foster their self-esteem and confidence. For example, when children occasionally get the wrong answer when counting, the childminder suggests that they try moving their fingers more slowly as they point and count.
- The childminder helps children develop their communication and language skills effectively. She provides a lively narrative throughout care routines and activities and extends children's learning with ample open questions. The childminder introduces singing and an engaging story time as part of the daily routine. While reading a story that helps children learn about feelings, the childminder asks children what makes them happy, excited or sad.
- The childminder follows children's interests as they mix paint incidentally. She encourages them to explore which colours can be combined to create others, which helps children to develop their creative skills.
- The childminder uses various methods to reflect on and improve her practice. For example, she accesses webinars linked to preparing children for school and supporting children's communication and language.

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:

- strengthen the planning of the learning environment to support younger children's learning to the highest level as they lead their own play
- extend information sharing with parents about children's next steps in learning and how they can support these at home.

Setting details

Unique reference number	EY396635
Local authority	Doncaster
Inspection number	10388714
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in Doncaster. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and offers government-funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the safety and suitability of the childminder's premises.
- The childminder discussed with the inspector how she organises the early years provision and implements her curriculum.
- The inspector observed the quality of education as children took part in indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector spoke to children and parents during the inspection.
- The childminder shared a sample of documents with the inspector, such as those related to children's learning and the childminder's continued professional development.

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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