

Childminder report

Inspection date: 27 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's care and have a clear sense of belonging. Babies smile cheerfully when the childminder interacts with them. Toddlers giggle as they play games such as hide and seek with her. Parents are very happy with the services the childminder provides. They say they 'trust her implicitly' and know their children are happy and safe in her care. They describe her as 'part of the family' and commend her for providing memorable experiences for children.

The childminder has high aspirations for all children. She plans a number of appealing activities intended to help children to learn more. Children are curious and keen to join in. However, sometimes the activities that the childminder provides do not meet younger children's learning needs as precisely as they could. Nevertheless, children enjoy their learning. For example, they explore a tray of farm-related resources, including grass and hay, and push the toy tractors around the 'farmyard'.

Children are well behaved. They respond positively to the childminder's calm approach and consistent boundaries. Toddlers learn to share and to be kind to others. Babies begin to respond to the praise the childminder offers them.

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

- The childminder has a gentle manner and caring approach. Children form close relationships with her. They demonstrate this, for example, when they frequently return to her lap for a reassuring hug.
- The childminder supports babies well as they learn to move more. For example, she provides rugs on the floor so that babies can manage to crawl and pull themselves up more easily. Babies explore the room with confidence and are curious and inquisitive. However, sometimes the childminder does not ensure that the activities she offers are matched as well as possible to the youngest children's learning needs. Occasionally, activities are focused more on the learning needs of older children.
- The childminder understands how children learn, which includes repeating new skills during their play. However, she does not always support this as well as possible. Sometimes she stops children's activities too quickly, which limits opportunities to strengthen their learning.
- Arrangements for professional development are highly effective. They are closely linked to the needs of the children in her care and informed by reviews of her own practice. For example, the childminder has attended a course to help her to strengthen her understanding of children's emotional development.
- Partnerships with parents and other settings are well established. They share

information about children's care and learning, which helps to provide consistent support and expectations of children. Parents contribute to assessments of their children's learning. The childminder generally uses what she knows about children to plan activities to help them to extend their learning.

- Children enjoy songs and stories, which help to promote their learning in literacy. Babies learn to turn the pages and lift flaps in books. Toddlers name familiar animals in the pictures. The childminder extends this learning well. For example, she takes children to the library and has introduced 'book bags' that parents borrow to read with their children at home.
- The childminder promotes children's good health. She encourages parents to provide healthy lunch boxes and she offers children extra fruit. Children benefit from plenty of fresh air and exercise, for example during visits to soft-play centres and the park.
- Children develop good language and communication skills, and the childminder's skilful interactions support them well. This is evident when she uses simple, clear language with babies and toddlers to help them to learn new words.
- The childminder introduces children to early mathematics. She demonstrates this when she encourages them to count the animals in the toy farmyard and join in with simple number songs.
- Children learn to be independent. They are eager to do things for themselves, for example by peeling their own fruit at snack time. Toddlers make many choices during their play. For instance, they use gestures and single words to indicate that they would like to draw.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has a secure knowledge of the signs of child abuse and neglect. She knows what to do if she is concerned about a child's welfare. The childminder works with parents to teach children about keeping themselves safe online. She has clear procedures for the use of mobile phones and cameras and the safe use of photographs. This helps to protect children. The childminder keeps her knowledge of safeguarding up to date. For example, she attends relevant training courses and briefing sessions with the local authority.

What does the setting need to do to improve?

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

- refine planning to provide further learning opportunities that are matched more precisely to babies' learning needs
- give children plenty of time during activities to develop their interests, practise new skills and reinforce their learning.

Setting details

Unique reference number	EY405062
Local authority	Doncaster
Inspection number	10117488
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	6
Number of children on roll	7
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 2010 and lives in Doncaster. She operates all year round from 7.30am to 5pm, Monday to Friday, term time only. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder talked to the inspector about how she organises her provision and about the curriculum she follows.
- The inspector observed the childminder's teaching and considered the impact this has on children's learning and development.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.
- The childminder provided a range of documents for inspection. These included evidence of suitability checks carried out on adults in the household and evidence of ongoing 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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