

Childminder report

Inspection date: 13 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared for in the childminder's welcoming home. They are confident and share their thoughts and ideas. Children develop positive attitudes towards learning. The childminder organises her environment well. She provides activities with children's interests in mind. Opportunities to build on children's literacy skills are captured effectively. Children enjoy regular storytelling sessions. The childminder reads with enthusiasm. Babies are fully involved as they sit on the childminder's knee and babble as she points to the pictures. The childminder encourages children to feel the textured pages. She introduces new vocabulary to children, such as 'smooth' and 'furry', to support their developing speech and vocabulary. Children can freely choose toys and resources. The childminder uses their individual choices to support their overall development. For example, children happily build with colourful bricks. They add more bricks to their tower, laughing and giggling as they make it taller before it falls over. The childminder extends learning further by asking children to count the bricks and identify the different colours. Babies and younger children seek comfort and cuddles from the childminder, who supports their emotional well-being effectively. The childminder has high expectations of children's behaviour and she promotes sharing and turn taking at every opportunity.

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

- The childminder gets to know children well. She finds out about their individual interests and provides activities to motivate them in their play and learning. For instance, children mould and shape play dough. The childminder promotes a knowledge of shapes for older children. Younger children squeeze the dough through their fingers, developing their senses. The childminder encourages children to use pens to copy letters and experiment with making marks. Children develop good control of the small muscles in their hands, which helps them with their future development and writing. The childminder supports children to develop the skills they need in readiness for their next stage in learning, including school.
- Children develop strong, trusting relationships with the childminder, who is attentive to their needs. Babies relish opportunities to cuddle with the childminder, who recognises when they are hungry or tired and acts swiftly to address this. Young children are learning to play well together. The childminder teaches them the importance of rules and boundaries. She frequently praises children and supports them to understand about minor disagreements. This helps older children to learn how to play cooperatively, as they show care and kindness towards others.
- The childminder offers a wide range of learning opportunities to build on children's skills. Overall, she has a good understanding of what children know

and can do and provides for their onward learning. The childminder observes children and tracks their progress. However, identified next steps for children are not always precise enough to enable the childminder to focus her teaching as sharply as possible.

- The childminder is an experienced childcare practitioner who understands how children learn. She continues to build on her knowledge, for example, through meeting with the local authority adviser. However, the childminder has not yet focused her professional development programme on further extending her teaching skills.
- Partnerships with parents are effective. The childminder shares children's key achievements and individual care needs, to promote a complementary approach to children's development. The childminder provides good support for parents to manage their children at home. For example, she offers guidance and practical advice about toilet training. Parents' written views are favourable about the childminder and the care and learning she provides for their children.
- Children enjoy outdoor play and exercise. Regular visits to local parks, farms and childcare groups encourage them to develop their physical skills and explore new environments. Children are developing a strong sense of themselves and learn about differences between people and their communities. Young children begin to understand about healthy lifestyles. They help to cut up their fruit at snack time and learn to wash their hands to remove germs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment for children to play and learn. She supervises children well, including when on outings away from her home. Policies, procedures and risk assessments help to promote children's safety, welfare and well-being, and the childminder implements them effectively. The childminder has a secure understanding of her role and responsibility to keep children safe from harm. She updates her knowledge through training, including on wider issues such as child sexual exploitation and the 'Prevent' duty. The childminder knows how to identify and report any child protection concerns to promote children's welfare.

What does the setting need to do to improve?

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

- focus more sharply on children's next steps in learning, to help them to make the best possible progress
- explore further professional development opportunities that focus more precisely on raising the quality of teaching.

Setting details

Unique reference number	EY410123
Local authority	Doncaster
Inspection number	10074483
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 June 2016

Information about this early years setting

The childminder registered in 2010 and lives in Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and the childminder during the inspection.
- Parents shared their views through written feedback, which the inspector took account of.
- The childminder completed a joint evaluation of an activity with the inspector.

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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