

# Childminder report

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Inspection date: 14 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy in the care of the nurturing and kind childminder. The childminder works with parents to help children settle into her setting. Children feel secure. They approach the childminder for comfort and reassurance. Children confidently share their ideas and opinions with the childminder, who listens carefully and respects these. The childminder has high expectations for children's behaviour. She consistently demonstrates good manners when speaking to children. Consequently, children are well mannered towards her and each other. When minor issues with behaviour occur, the childminder deals with these positively. She helps children to express their feelings clearly to each other. Children behave well.

The childminder encourages children to be independent. She supports them to put on their own shoes and coats and to use cutlery appropriately at mealtimes. The childminder knows what the children's interests are and what they enjoy doing. She is careful to ensure that all children are fully included in the activities and routines of the day. She shares her time equally between them and chats to children as they play, providing a running commentary of what they are doing.

The childminder provides daily opportunities for children to exercise and access fresh air, which help to promote their good health and physical well-being. Children explore sensory balls in the water tray and excitedly hunt for the hidden sea creatures. They use toy diggers and excavators to dig in the sand and use blocks to build structures. The childminder plans and provides daily outings. Children learn about people and communities beyond their immediate experience.

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

- The childminder carries out regular assessments, including statutory assessments, to ensure that children are making progress. She shares information with parents and other agencies regularly. Parents comment on the regular communication from the childminder. This helps them provide consistent support for their child's development at home. Parents appreciate the flexibility of the childminder's service.
- The childminder knows the children well and talks confidently about them. Overall, she knows what she needs to do to move them forward in their learning and development. Children are developing a positive attitude to learning. They acquire the key skills they need to be ready for the next stage of their learning, such as moving on to nursery or school.
- Children are becoming confident communicators. The childminder supports their developing speech and language skills well. She models key words and mimics taking turns in conversation. She asks appropriate questions throughout play

and engages children in meaningful conversations.

- The childminder provides a wide range of activities for children of all ages to access. Children pretend to be vets and have 'animal patients' that they need to care for. They explore sea creatures and build complex structures out of magnetic tiles. However, the childminder does not consistently extend children's vocabulary further, such as by using more descriptive language.
- Children show positive attitudes to learning. They begin to learn early mathematical concepts and count aloud throughout their play. They sort different shapes and objects into coloured piles. Children show a 'can-do' attitude and keep trying until they succeed.
- Children develop their creativity and emerging literacy skills. The childminder encourages children to draw and make marks. They draw pictures and are eager to share these with the childminder and their parents. They access books and enjoy sharing these together. For example, during lunchtime, children eagerly retell a story about a strawberry to visitors and are familiar with the words, phrases and rhymes.
- The childminder has developed strong links with other childminders and local schools. She works with schools and parents to help children make a smooth transition to school. The childminder reflects on the effectiveness of her setting and accesses training and shares good practice with fellow childminders so that she can continually improve her provision.
- The childminder keeps children safe in the setting and when out in the community. She carries out risk assessments and helps children learn to keep themselves safe. The childminder teaches children road safety. Consequently, children know what the 'red man' and the 'green man' mean and how they can cross busy roads safely.
- Children are helped to learn about the importance of good hygiene routines. They manage their personal hygiene needs relevant to their age and stage of development.

## 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:**

- provide more challenge to extend and develop children's descriptive language and vocabulary even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY413759                                                                          |
| <b>Local authority</b>                             | Doncaster                                                                         |
| <b>Inspection number</b>                           | 10351569                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 25 September 2018                                                                 |

## Information about this early years setting

The childminder registered in 2010 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachael Barrett

## 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 completed a learning walk discussion together to find out the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information that was provided.
- The inspector spoke to the children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting was organised.
- The inspector reviewed relevant documentation.

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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