

Childminder report

Inspection date: 21 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children are happy in this setting. They play in a clean, safe environment and are keen to join their friends in their chosen activities. They chat with children and adults, using their home languages and English. Children make choices about their play using a wide range of high-quality resources that reflect their interests. For example, they engage in role play and re-enact experiences from home, such as birthdays.

Children learn from adults who are positive role models. They behave well because they are given clear and consistent guidance about what is and is not acceptable behaviour. Children learn to use good manners, be respectful of others, and to be kind. They learn to share and take turns when engaging in small group activities. Children benefit from well-structured routines that prepare them for the eventual move to school. For instance, they hang up their coat and bag on a peg with their name on when they come into the setting.

Children enjoy outdoor play in all weathers. They learn to risk assess and negotiate space safely when they use balance bikes. They work together and engage in imaginative play when they use plastic crates to build a car and a bus. Children enjoy using natural materials, such as mud and leaves to create habitats for their dinosaurs. Older children explain to visitors that a 'stegosaurus' eats plants.

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

- The childminder assesses children's development and shares her observations with parents. When children start in her care she finds out from parents what children already know and can do. This helps her to identify strengths in children's learning and any areas where they might need extra support. The childminder works closely with parents to make sure any delays in children's progress are addressed quickly and advice sought from other professionals if needed. All children make good progress in their learning and development.
- The childminder works closely with parents to help children develop strong communication and language skills. Children are fully supported to continue using their home languages while building a good understanding of English. Children demonstrate their skills when they use both languages during their play. They join in with familiar action rhymes and listen to short stories that help them broaden their vocabulary.
- Children enjoy a mixture of child-led play and adult-led activities. Most children are well engaged and show positive attitudes to learning. For example, they are keen to know about their role in protecting the environment. They learn about people who contribute to this, such as those who collect and recycle rubbish. However, not all children engage well. Those who are less keen to join in with

activities are not always supported well by the childminder and her assistants. As a result, at times, these children wander from one resource to another, lacking focus for their play and learning.

- The childminder places a strong focus on children developing good mathematical skills. They learn about shapes and colours during their play. She encourages them to count objects and to think about quantities. Children explain that some items are small, bigger, and huge. The childminder helps children to count forwards and backwards using their fingers.
- Parents greatly appreciate the care and learning the childminder and her assistants provide. The childminder provides detailed feedback about what children are learning in the setting. She gives parents suggestions about what they can do or practise with their children at home. This promotes continuity for children.
- The childminder teaches children about good health and hygiene. They begin to understand the importance of a healthy, balanced diet. They learn why it is important to brush their teeth regularly. Children soon become independent in personal care routines, such as washing their hands after outdoor play and using the toilet. Those children who still use nappies are checked regularly to make sure they remain clean and dry.
- The childminder evaluates her assistant's practice. She knows their strengths and areas where they need to improve. For example, the childminder works closely with an assistant to help her build on her understanding of English. However, the childminder has not yet developed targeted training that supports her assistants to further develop their teaching skills so that they can support children to make the best possible progress.

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 targeted training that focuses on improving staff's knowledge of the areas of learning and understanding of how children learn to enhance teaching and help children make the best possible progress
- ensure all children are consistently supported in their play and learning through positive interactions with adults that help them further develop high levels of curiosity, concentration and enjoyment.

Setting details

Unique reference number	EY424071
Local authority	Doncaster
Inspection number	10326941
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	18
Number of children on roll	21
Date of previous inspection	13 March 2020

Information about this early years setting

The childminder registered in 2011. She employs two assistants who work alongside her at varying times throughout the week. Opening hours are 8am to 3.30pm, Monday to Friday, term time only. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspectors

Nicola Dickinson
Agnes Wink

Inspection activities

- This inspection was completed following the risk assessment process. The inspectors discussed any continued impact of the pandemic with the childminder and have taken that into account in their evaluation.
- The inspectors discussed how the childminder organised different aspects of learning.
- Children spoke to the inspectors about activities they enjoy when they attend the setting.
- The inspectors considered parents' feedback and discussed working with different families with the childminder.
- The inspectors observed the quality of education. They talked to the childminder and her assistants about the work that they do, how they evaluate the provision and the arrangements for 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024