

Childminder report

Inspection date:

26 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has developed a rich and inspiring environment where children flourish in her care. The childminder has an excellent understanding of the early years foundation stage and how to support children to make superb progress in all seven areas of learning. She has extremely high expectations of what children can achieve. Children are deeply engaged and inquisitive learners who feel safe, secure and incredibly happy. They recall prior learning extremely well and the childminder skilfully uses questions to challenge children to develop their knowledge and skills. This helps children to develop high levels of confidence and self-esteem.

The childminder's great attention to detail in planning activities gives children access to a broad curriculum. For example, pictures are used to inspire children to develop their knowledge and ideas, such as learning the differences between types of birds. Children eagerly look at the similarities and differences before searching for them in the garden using binoculars. They are keen to call out which birds they can see and identify if they are male or female.

Children behave extremely well. They show a clear understanding of the childminder's simple rules. Children show great respect for each other and are polite and caring. When children have a minor disagreement, the childminder gently and calmly asks them how they think they can resolve the situation. For instance, when playing with the dough, children negotiate whose turn it is next. They patiently await their turn when sharing the tools.

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

- The childminder's teaching takes account of children's interests very well. For example, children decide that a cardboard tube is a telescope and look for rockets and aliens flying in space. They listen intently when the childminder tells them the interesting names of planets, such as Mars and Saturn. This helps children to rapidly expand their vocabulary in the context of meaningful play that fascinates them. The childminder extends children's knowledge even further when they tell her that they would like to fly in rockets.
- Children develop a can-do approach and show exceptionally high independence skills. They learn to fasten buttons and manage their own personal needs, especially in relation to health and individual care routines. Younger children eagerly wash their hands before snack and lunch. Children learn to cut food and pour drinks.
- The childminder is highly reflective. She strives to continually build on her knowledge and skills through regular and targeted training and professional development opportunities. This includes formal training as well as a wealth of early years research. The childminder chooses courses that are meaningful and

related to the children she is caring for at the time. She constantly evaluates her work and the setting to drive improvement. The childminder routinely adapts the environment to maximise the benefits for children and maintains the highest possible standards.

- Partnerships with parents are outstanding. The childminder prioritises getting to know children and their families well from the very start. Following this, there is a highly effective two-way flow of information that fully supports children to make excellent progress in their learning and development.
- Children are happy and have fantastic opportunities to develop their full potential. The extremely caring nature of the childminder means they form strong relationships with her. Children are highly motivated and engaged learners. They are not afraid to try things out and they learn to persevere and problem solve. For example, children work out how many more pieces they need to make the stick tower as tall as themselves and each other.
- Children have rich and impressive opportunities to learn about other cultures, for example through sharing traditions and celebrations. They become very knowledgeable about the similarities and differences between their own lives and those of others in the wider world.
- The childminder builds and maintains excellent relationships with other early years professionals and communicates with them daily. For instance, she shares children's achievements with staff at settings that they also attend. They discuss how they can further support children's development. The childminder provides children with a positive approach to their shared care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an outstanding knowledge and understanding of the safeguarding and child protection policies. She updates her safeguarding knowledge frequently, for example through training and research. She meets with other local childminders to discuss new guidance and changes to procedures. The childminder meticulously risk assesses her home and all outings that she takes children on, to help keep children safe in her care. The childminder teaches children how to remain safe. For example, she encourages them to have an active role in risk assessing the activities and learning environments.

Setting details

Unique reference number	EY438372
Local authority	Doncaster
Inspection number	10062623
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	7
Date of previous inspection	4 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Doncaster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector reviewed the areas of the childminder's home that are used by children. The inspector carried out a learning walk with the childminder, discussing the curriculum she provides for the children.
- A sample of written documentation was reviewed by the inspector, including training certificates and safeguarding policies and procedures
- Parent feedback was viewed by the inspector. Children and the childminder were spoken to by the inspector at convenient times.
- A joint observation was carried out by the inspector and the childminder.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.

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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