

Childminder report

Inspection date: 7 June 2022

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 show that they feel happy and safe through the warm and friendly relationships they have formed with the childminder. Children play confidently alongside her and are keen for her to share in their play. The childminder is nurturing and caring, which helps children to develop secure attachments with her. She gives children endless praise and plenty of cuddles, supporting children's self-esteem and confidence extremely well. Children demonstrate their good speaking skills as they talk to one another and name all the things that they can see. They listen carefully and follow the childminder's instructions. Children enthusiastically help to tidy away toys and resources before moving on to the next activity.

The childminder works hard to support children in their personal, social and emotional development. For example, those children who find it difficult to settle receive effective support, reassurance and encouragement from the childminder. Children learn how to be independent and can manage their own personal care. The childminder talks to them about the importance of brushing their teeth. Children understand that some foods are bad for their teeth and know how to maintain good dental hygiene. They practise brushing away black teeth on a picture with a toothbrush before and after eating.

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

- The childminder knows children well. She gathers detailed information when they start and builds on what they already know and can do. Children take part in activities that build on their interests. The childminder monitors children's progress and can identify any emerging concerns in their learning.
- Partnerships with parents are good. Consequently, children receive effective support and any additional help they may need. Parents state that they feel involved and included in the setting and children's learning. They say that they are well supported by the childminder. Parents receive a detailed handover at the end of the day, to show how children are progressing and to support their well-being.
- The childminder promotes children's speech and communication skills particularly well. She consistently models words clearly and corrects children sensitively if they mispronounce words. She speaks slowly to help children differentiate between different sounds. However, on occasions, children are not given enough time to gather their thoughts and respond to questions for themselves.
- The childminder provides a good outdoor learning environment. Children enjoy their time outside and the opportunity to run around and practise their large physical skills. They climb, throw and balance. Children develop a strong sense of pride and achievement as the childminder praises and encourages them

successfully.

- The childminder prioritises children's emotional well-being. Children develop good levels of self-esteem and confidence. The childminder encourages children to be independent and develop resilience. For example, children learn how to put their own shoes on by themselves. They develop the skills needed and become confident in their own ability.
- Children are positive about their learning and concentrate well when activities interest them. For example, children demonstrate imagination as they make soup and sandwiches from play food. They have fun practising their motor skills as they throw the play food into the pan and stir it altogether.
- The childminder manages children's behaviour well. She promotes positive behaviour by offering regular praise and encouragement to ensure children feel valued and respected. The childminder sets a good example. She acts as a positive role model and provides clear explanations. For instance, when children take toys from each other, the childminder explains how other children might feel. This helps to remind children about appropriate behaviour.
- Daily routines are well organised and promote children's physical health and well-being effectively. For example, children learn to wash their hands before eating and have daily opportunities for outdoor physical play. The childminder ensures that all meals and snacks for children are healthy and nutritious.
- The childminder completes training to maintain her skills and knowledge to work effectively with children. For example, she completes yearly training in safeguarding and the 'Prevent' duty. However, further training beyond the requirements would help deepen children's engagement in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to safeguard the children in her care effectively. She understands areas of safeguarding, including witchcraft and the 'Prevent' duty. The childminder has completed relevant training in safeguarding and is aware of her role and responsibilities. She can talk with confidence about what she would do in a range of scenarios. She is aware of the procedures to follow if an allegation is made against herself or a family member. Children are well supervised. The childminder develops children's awareness of staying safe. For example, she provides opportunities to practise road safety on outings and in play.

What does the setting need to do to improve?

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

- provide children with the time they need to process their thoughts and formulate a response to an instruction or question

- identify and access professional development opportunities to strengthen knowledge and teaching practice.

Setting details

Unique reference number	EY446408
Local authority	Doncaster
Inspection number	10218653
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 9
Total number of places	7
Number of children on roll	7
Date of previous inspection	12 August 2016

Information about this early years setting

The childminder registered in 2012 and lives in Doncaster. She operates all year round, Monday to Friday, from 7am to 6pm, 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

Jennifer Cowton

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector, indoors during a planned activity.
- Parents shared their views on the setting with the inspector.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, including evidence of the childminder's suitability to work with children.

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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