

Childminder report

Inspection date: 29 March 2023

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

This childminder is warm and inviting. Children feel safe and settled in her care. The childminder cuddles babies who are tired and sensitively talks children through their frustrations. Children's emotional development is at the forefront of her practice. The childminder consistently praises children during their independent play. Children look to her, and smile and clap when they have achieved their goals. The childminder joins children in celebrating. Children sing and dance to action songs before mealtimes. They dance to their favourite songs as a group. The childminder dances with children and models the actions.

The childminder works part-time alongside her co-childminder, who is her daughter. They work extremely well together and model respectful relationships to children. The childminder maintains a consistent and fair approach in managing children's behaviour. This helps children to have a good understanding of her expectations and behave well. The childminder manages any unwanted behaviour swiftly and skilfully. Children develop their fine- and gross-motor skills. The childminder provides appropriate mark-making utensils to encourage children to hold a pencil correctly. They sit together and draw at the table. Children climb and balance in the outdoor area and at the local playground.

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

- The childminder reflects on her daily practice to ensure that children make good progress. For example, she reduces the amount of snacks offered during the day to increase the amount children will eat at mealtimes. The childminder finds that this helps children to eat a more substantial meal, and improves their concentration levels through the day. However, she has not focused her professional development on increasing her teaching skills to an even higher level.
- Children learn to be independent. They have opportunities to practise life skills, such as maintaining their hygiene by wiping their own noses and washing their hands. Toddlers are supported to pour their drinks from a jug at mealtimes. Occasionally, however, the childminder interrupts children's play for routine tasks, such as going to the toilet. This reduces levels of children's engagement as they do not return to their play afterwards.
- The childminder and her co-childminder provide children with a variety of experiences out of the setting. They attend the local library's rhyme-time session to help develop children's social skills. Children visit the local playground to develop their physical skills and meet other children in the same area. The childminder discusses the impact these visits have on children's development.
- The childminder has a strong relationship with parents. She communicates with parents during drop-off and collection times. The childminder keeps parents up

to date with their children's learning and what skills they are working on. This helps children's learning to continue at home. Parents speak highly of the childminder and the care and learning that their children experience. They particularly comment on the 'adventures' which their children experience.

- The childminder plans stimulating and interesting activities. Children enjoy cooperative play with each other. The childminder has a strong understanding of the skills which children need to be prepared for starting school. The curriculum is well planned. The childminder regularly assesses children to ensure that they make good progress. She uses her good understanding of the skills that children need to extend their learning during their play, and focuses on these.
- The childminder considers how she can teach children about their similarities and differences with others. She encourages children to learn about their diverse local community. The childminder has discussions with children about different dress and routines in other cultures. This increases children's knowledge of the multicultural world around them.
- Children consistently develop their language and communication skills with the childminder. When a bird lands in the garden, the childminder tells children the names of birds. Children explore with dinosaurs and the childminder names them. This gives children new vocabulary that they can go on to share with others and use in their independent play.

Safeguarding

The arrangements for safeguarding are effective.

This childminder understands how to keep children safe. She has a record of all the relevant contact numbers if she needs to report any concern. The childminder understands how to record accurately and report a disclosure a child has made. She knows who to contact if she has a concern about another professional working with children. The childminder understands the different signs of abuse and can discuss other relevant safeguarding issues, including radicalisation, county lines and female genital mutilation. She ensures that the space in which children are cared for is safe and secure.

What does the setting need to do to improve?

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

- seek wider training opportunities to maintain professional development and strengthen teaching to the highest standard
- review routines to ensure that children's focus is not lost between play and routine tasks.

Setting details

Unique reference number	EY449342
Local authority	Doncaster
Inspection number	10280256
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	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder was registered in 2012 and works from the home of her co-childminder in the Balby area of Doncaster. She operates all year round from 7am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder receives free early education funding for eligible children.

Information about this inspection

Inspector

Abby Clarkson

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 children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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