

Childminder report

Inspection date: 21 October 2022

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 safe, comfortable and happy in this setting. The childminder sits among children in the cosy book corner. Children choose books that reflect their interests, the seasons and nature. They are engaged as they snuggle up and enjoy a story about dinosaurs. The childminder knows children well. She is knowledgeable about their starting points in learning and what she wants them to learn next. The childminder focuses on children's language and communication. She is tuned in to individual children as their language emerges. The childminder listens, interprets and repeats children's words accurately. Children make good progress.

Children spend lots of time outside in the garden. They experiment with powder paint on a large tray. Children explore the paint with their hands and real paintbrushes. They mix colours together and paint the garden walls. The childminder prepares a healthy and appetising meal each day, and children sit together at the table. Children use cutlery and are given choices. They help each other, are polite and are encouraged to say 'please' and 'thank you'.

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

- The childminder recognises children's interests. For example, she uses dinosaurs, trucks and counting to engage children and inspire their learning. The childminder chooses books carefully and displays a selection of books for children to explore. Children choose a favourite book about yoga and, with the childminder, they turn the pages and copy the poses.
- Younger children wear puddle suits when they play outdoors. Children have freedom to explore, climb and slide in the garden. The childminder recognises when children are tired and meets their needs for comfort, warmth and sleep.
- The childminder is affectionate, and children respond well. She voices her ideas clearly and offers children opportunities to develop their physical skills and independence. The childminder encourages children to spread butter on their malt loaf. However, she is quick to help and does not consistently give children time to practise new skills.
- Children walk to school each day. The childminder takes children to visit a local playgroup, a messy-play session and the library. They travel by car to visit parks and attractions further afield. Children enjoy spending time in local woodland and visiting highland cows nearby.
- The childminder is attentive and offers children support. For example, when children stumble in the garden, the childminder rushes to help. However, the childminder does not consistently adapt her interactions to allow older children to develop their independence and resilience.
- The childminder develops strong partnerships with parents. She has daily

conversations with parents and shares photos with each family through an electronic app. Parents appreciate the friendly atmosphere and excellent care that the childminder provides. Parents say that their children are well looked after. They comment that the close links with the community help their children to make the transition on to school.

- The childminder is well qualified and has many years' experience. She engages with training to support children's development. However, although the childminder is an intuitive practitioner, she does not always draw on her training experiences and consolidate her knowledge to extend the quality of education further.
- The childminder has developed close links with other childminding groups, the local quality improvement team and the local school. She shares information between parents and the school, which is appreciated by parents and teachers.
- The childminder works with her daughter, who is also a childminder. They work closely together and evaluate their practice to meet the needs of individual children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify the types of abuse and recognise the possible signs and symptoms of abuse. She knows who to contact for guidance and to make a referral. The childminder receives regular email updates about the local safeguarding partnership. She has an understanding of safeguarding issues, such as county lines, and recognises how these have an impact on the community. The childminder has completed training about safeguarding and paediatric first aid. She completes risk assessments and makes sure that gates are secured. There is a well-equipped first-aid box, and when the childminder takes children out, she takes a first-aid bag with her. The childminder records accidents and shares these with parents. She keeps attendance registers up to date.

What does the setting need to do to improve?

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

- allow children more time to practise and experience activities, to develop their self-care skills
- offer older children more opportunities to develop their independence, self-belief and resilience
- consolidate knowledge gained at training to enhance the quality of education further.

Setting details

Unique reference number	EY459352
Local authority	Doncaster
Inspection number	10258433
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	0 to 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2013 and lives in the Sprotbrough area of Doncaster. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4. She provides funded early education for three- and four-year-old children. The childminder works with her daughter, who is also a registered childminder.

Information about this inspection

Inspector

Caroline Brooks

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas used for childminding and gave an outline of the daily routine.
- The inspector spoke to children during the inspection.
- The inspector observed interactions between children and the childminder.
- The inspector observed children playing, inside and outside.
- The inspector held discussions with the childminder and looked at relevant documentation.
- The inspector took account of the views of parents through written feedback provided.

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 2022