

Childminder report

Inspection date: 22 January 2024

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

Children flourish in this setting. They are making rapid progress in all areas of learning and demonstrate skills exceeding their expected level of development. Children benefit from a meticulously planned learning environment that is exciting and inspires them to learn. Communication and language, and children's independence, are the core of a carefully designed curriculum built on what children already know, can remember and do. Children sustain high levels of concentration when they become immersed in their play. Additional funding is used highly effectively to ensure children from disadvantaged backgrounds make the best possible progress. Children with special educational needs and/or disabilities are given every opportunity to reach their full potential.

When children move on to nursery school, they have exceptional foundations for their future learning. They are confident around other children and adults, independent in self-care, and have excellent communication and mathematical skills. Children delight in activities that teach them about their community and the wider world. For instance, they travel by bus to the market to buy food. They take their own lists that include words and pictures so that the youngest children can participate fully. Children ask stallholders for the items they want and pay for them using money. They use the items they have bought to make fruit salads, which they take home to share with their family. This helps children to share their 'adventures' with parents.

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

- The childminder has a high level of understanding of her own practice. She demonstrates a superb commitment to her own professional development and actively shares her outstanding practice with others. The childminder is proactive in ensuring that childminders are included in early years training programmes. For example, she has participated in a research project with Sheffield University. The project explores the best way for children to develop language skills.
- The childminder implements an exceptional curriculum that is sequenced to ensure children build cumulative knowledge and skills. Her tireless enthusiasm and passion for children's learning mean she uses every opportunity to extend their knowledge and understanding. For instance, when a child tripped on a discarded toy, the childminder used this opportunity to discuss how they can make sure the play environment is safe. Children's understanding of keeping safe is enhanced during walks. Older children teach younger ones how to cross the road. They discuss that birds can eat berries from trees but these berries are not safe for people to eat.
- The childminder shares carefully chosen books with children. She encourages them to think about the characters on the cover. Children question whether the

picture is a 'rabbit' or a 'hare', which demonstrates a high level of understanding for their age. Children demonstrate excellent communication and language skills and use extensive vocabulary. For example, they talk about stormy weather. The childminder introduces new words, such as 'howling' and 'blustery' to describe the wind. Children think about how water is 'rushing' and 'gushing' in the river. They talk about their favourite colour being red like a robin's chest. The childminder models sign language throughout her conversations with children. This helps children to communicate their wants and needs from a young age.

- The childminder has an in-depth knowledge of children and their family routines. She shares stories with children that focus on relationships and helps children make connections to their families. Children demonstrate strong relationships with the childminder and other children. They have excellent social skills and emotional understanding. Children behave very well because they are given clear, age-appropriate guidance by the childminder.
- Good health and hygiene are embedded in the childminder's practice. Children soon become independent in self-care. They learn about portion size, and when they serve themselves with food, they take some and leave some for their friends. Even the youngest children try to dress themselves with wellington boots and all-weather suits ready for outdoor play.
- The childminder has highly successful partnerships with parents and other professionals. Exceptional planning for transition into the setting and on to school ensures that children's emotional well-being is fully supported. When children move on to other settings, or if they attend another setting, the childminder provides detailed information about their progress to ensure children have continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY468018
Local authority	Doncaster
Inspection number	10301370
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2013 and lives in Barnburgh, near Doncaster. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder follows the Hygge approach with an emphasis on outdoor learning and offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and about their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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