

# Childminder report

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Inspection date:

30 September 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children develop a love of learning during their time with this highly dedicated childminder. They confidently explore the wide range of high-quality resources and develop in all areas of learning. Children access a purpose-built cabin and move freely between indoor and outdoor play. This gives them the confidence to self-select activities and build their decision-making skills. The childminder has a clear ambitious curriculum and skilfully introduces activities that enable children to progress based on their current interests. For example, when children play in the mud kitchen, she suggests writing a menu on the chalkboard to encourage their mark-making skills. She asks children to name the colours of the chalk pens and to draw a circle to represent the birthday cake they are making.

Children are extremely happy and settled in the childminder's nurturing care. They are spoken to with respect, and in turn show respect for the childminder. Children demonstrate exemplary behaviour, take turns and always use their manners. They clearly have a wonderful bond with their childminder. They are comfortable in her presence and seek her out for comfort and reassurance. Children chat freely with the childminder about family members and other children in the setting. The childminder listens with interest to what children have to say. She goes beyond the expected and gives children a rich set of experience in and out of the setting.

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

- The childminder has a deep understanding of how children learn. She has created a stimulating learning environment in which children receive experiences in all areas of the curriculum. She skilfully and seamlessly changes planned activities to maintain children's interest, demonstrating how well she knows the children. For example, she had planned to read a story to children to help them recognise colours. When children showed interest in a toy birthday cake, she followed their interest but continued with her intention by helping them to recognise the different colours and count the slices of cake.
- The childminder places a considerable focus on supporting children to become confident communicators. She seamlessly introduces new vocabulary and explains its meaning. The childminder skilfully helps children to develop their pronunciation. For example, she repeats words correctly and uses them in questions. Babies who are starting to babble are encouraged to vocalise and are spoken to in an engaging manner.
- The childminder encourages children to become independent. For example, she gives children choices of which trousers and socks they want to change into when they are wet. Children remove their own shoes and only require a little help to remove the wet socks and trousers, with sensitive support from the childminder. Children are encouraged to use the toilet alone and climb up steps

to wash their hands independently, while being supervised.

- The childminder is aware that children were unable to access public places during the COVID-19 restrictions. She plans visits to counteract this. For example, children visit local parks, soft-play areas, the local science museum and enjoy country walks. The childminder also meets regularly with other childminders to encourage children's socialisation and confidence.
- The childminder keeps parents up to date with their children's development. She uses daily dairies and an electronic app, and she ensures that she has time to give detailed handovers at the end of the day.
- Parents' feedback is extremely complimentary. They feel that the childminder knows their children very well and works with them to help support children's development. The childminder takes into account children's individual needs and is supportive to children and their parents. Parents state that she goes above and beyond and is always happy to accommodate the needs of the families.
- The childminder focuses highly on maintaining her already excellent practice. She accesses a wide range of training programmes and works closely with other professionals and the local authority to keep her knowledge up to date.
- The childminder has worked extremely hard to ensure that children have access to a wonderfully stimulating outdoor environment where they can develop their physical skills. Children learn about growth and decay. For example, they plant and water fruit and vegetables, and are then encouraged to taste the produce.
- The childminder is fully aware of the importance of getting children ready to transition to school. She meets with other childminders who have children who will be starting at the same school. This helps children to begin to build relationships with other children. The childminder also attends events at local schools with the children, such as dough-disco sessions, so that children are familiar with the setting they will be moving on to.
- Children demonstrate high levels of self-control and consistently keep trying hard, even if they encounter difficulties. For example, when children struggle to remove their wet clothes, they do not get frustrated, and the childminder takes highly effective action to support children.
- The childminder is very positive and encouraging towards the children. The way she develops their character is exemplary. For example, children are encouraged to discuss their thoughts, feelings, likes and dislikes. These are clearly taken on board by the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to keep children safe extremely seriously. She updates her safeguarding training regularly. The childminder has a detailed knowledge of the signs and symptoms that might indicate that a child is at risk from harm, including a range of safeguarding issues, such as the 'Prevent' duty and county lines. She fully understands the procedure to follow should she need to report any concerns, including if a complaint was made against her.

## Setting details

<b>Unique reference number</b>	EY445408
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10229606
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Conisbrough, Doncaster. The childminder operates all year round, from 8am to 6pm on Monday, and from 8am to 5pm on Tuesday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Claire Owen

## Inspection activities

- This was the first routine inspection the provider 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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of activities with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact on children's learning.
- Parents shared their views on 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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