

Childminder report

Inspection date: 11 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 happy in the childminder's safe and welcoming home. They receive a home visit from the childminder before they begin to attend the setting. This helps children to settle in and feel secure in her care.

The childminder aims to provide children with a broad range of experiences to build their confidence. Children show a positive attitude towards trying new things. They enjoy a regular timetable of outings each week. They practise ball-control skills and learn how to play with others when they attend a football club, led by a specialist coach. Children find out about the natural world at a local forest school. They learn songs and rhymes at a 'music and movement' class. These activities support children to develop a wide range of skills and knowledge.

Children enjoy spending time in the childminder's large garden. They develop their understanding of capacity as they fill and empty containers in the water tray and mud kitchen. Children explore their senses as the childminder pours special 'crackles and pops' into the water. They listen carefully as the water makes a crackling sound. Children display a sense of curiosity as they look under the water tray to see where the noise is coming from. They watch in wonder as the water changes colour.

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

- The childminder understands the importance of talking to children and giving them time to listen, think and respond. Children listen to many stories. The childminder uses puppets and props to help develop children's understanding. She leaves gaps as she reads to children, allowing them to join in with the story. These approaches help children to widen their vocabulary.
- The childminder identifies when children may need extra support to grow their communication skills. Children attend a weekly phonics class, where they learn to say letter sounds correctly. For example, they learn to say the letter 'p' by feeling their breath on their hand as they say the sound. The childminder uses picture cards to encourage children to listen to and repeat words. This supports children to pronounce words correctly and develop their speaking skills.
- The childminder increases children's understanding of new ideas through themes and topics. For example, children learn about the features of owls as they use feathers to create a picture of an owl. They find out about where owls live as they make nests from sticks and leaves. These activities support older children in their learning. However, the childminder and her assistants do not always consider how planned activities will meet the needs of younger children and babies. This does not support these children in making the best possible progress.

- Children behave well. They learn and play with enthusiasm, and they concentrate for long periods. The childminder includes children in arranging donations for local food and hygiene banks. Children understand how they can help others in their community. This supports children in learning about kindness and sharing.
- Children find out about the world beyond their community. They learn about the different festivals that other people and families celebrate. Children learn sign language at their music class. This helps children to recognise and understand the differences that they have in relation to others.
- Parents and carers say that the communication from the childminder is good. They have detailed conversations at the end of each day, and they receive regular photos and emails about what their children have been learning. The childminder seeks the views of parents by asking them to complete a survey once a year. This helps her to see how she can continue to improve the service she provides.
- The childminder takes part in many training courses. For example, she recently took part in a course about toilet training. This has helped her to further understand how to support children who feel worried about using the toilet. The childminder supports her assistants with regular supervision sessions. However, the methods for evaluating her own and her assistants' practice are not effective enough. The childminder does not consistently identify gaps in her own or her assistants' skills and knowledge. As a result, she is unable to plan for targeted training that will further improve her own and her assistants' practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know the steps they must take if they have safeguarding concerns about a child. They understand the importance of keeping accurate records of concerns or children's existing injuries. This allows them to spot patterns of possible abuse or neglect. The childminder knows what she must do in the event of an allegation. Assistants know how to whistle-blow if they have concerns about the practice of other adults in the setting. The childminder and her assistants carry out daily safety checks of the premises. They ensure that doors and gates stay locked so that children cannot leave the premises unsupervised.

What does the setting need to do to improve?

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

- enhance the opportunities for babies and younger children to take part in activities that meet the ages and stages of their development
- strengthen the methods used to evaluate practice, to identify gaps in skills and knowledge, and plan for targeted training and development opportunities to

further raise the quality of care and education.

Setting details

Unique reference number	EY437148
Local authority	Doncaster
Inspection number	10229586
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	9
Number of children on roll	30
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 2011 and lives in Sprotbrough, near Doncaster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, Christmas and New Year. The childminder holds an appropriate early years qualification at level 3. The childminder works with assistants, who also hold childcare qualifications at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

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 childminder.
- The childminder showed the inspector 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.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder's assistants at appropriate times during the inspection, and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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