

# Childminder report

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Inspection date: 10 January 2024

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**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

The childminder provides a warm, safe and welcoming environment for children, who enjoy attending. Children develop close attachments to the childminder and snuggle up close as she reads stories to them. Children are independent. They choose from a wide variety of good-quality resources. They tidy away the toys after playing and know where they belong.

The childminder is a good role model, who sensitively reinforces her expectations for children's behaviour. For example, she gently reminds them to use good manners. Children attend various toddler groups, which helps to broaden their social experiences. Children behave well and thrive on the childminder's praise and encouragement. For example, while tidying away their toys, they beam with pride when the childminder gives them a 'high five' for their efforts.

The childminder skilfully draws out children's imaginations as they create their own imaginary role-play scenes. When children share their ideas with the childminder, she asks questions that encourage them to share their thoughts and ideas further. Children excitedly act out their role play and share their good imaginations with the visiting inspector. They eagerly make her a 'cup of tea'.

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

- The childminder gathers plenty of information from parents about activities their children do at home. For example, she finds out what children are doing during time off and during the holidays. The childminder uses this knowledge and her assessments of children's progress to plan for their learning. This helps children to make good progress in their learning.
- The childminder supports children well with their physical development. Children show good control when using spoons to eat their breakfast and when using drawing materials during early writing and drawing activities. Children enjoy drawing family members, highlighting their facial features. They begin to recognise similarities and differences between themselves and others.
- The childminder has good relationships with parents. Parents receive daily feedback about their children's time at the setting through conversations at drop-off times and through written messages in a daily diary. Parents say their children love attending the childminder's home and describe her setting as being a 'home from home' where children receive lots of attention and love.
- The childminder supports children's communication skills well. She questions children skilfully, who confidently share their thoughts and ideas. Children enjoy singing their favourite songs with the childminder. The childminder begins with singing the song first and then pausing for children to fill in the missing rhyme. Children develop a love of reading, showing high levels of engagement as the

childminder reads to them. They join in with familiar phrases and choose their favourite stories.

- Children learn about different emotions and link them to what they see. For example, while looking at characters in books, children notice the different faces. The childminder asks what emotions the pictures show. Children comment that the different faces are 'happy' and 'sad'.
- The childminder promotes children's mathematics skills well. Children discuss shape and number as they go about their day. Young children confidently count backwards during number rhymes and recognise and identify numbers. This helps children to build solid foundations for their future learning.
- The childminder teaches children about risks within the environment. When climbing onto a chair, the childminder encourages children to think of the best way to climb up, such as holding onto the sides of the chair. Children ask for help to fasten the straps on the booster seats.
- The childminder identifies the benefits of working in partnership with some settings. However, she has not yet developed partnerships with other settings children attend to share information and promote a fully consistent approach to children's care and learning.
- The childminder thinks about the effectiveness of her own practice and takes account of written feedback from parents. The experienced and reflective childminder is dedicated and passionate about her work. She continuously seeks new ideas and information and undertakes research to further extend her already impressive knowledge. As a result, children benefit from good teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **What does the setting need to do to improve?**

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

- strengthen partnerships with other settings that children attend to share information and further support their learning and development.

## Setting details

<b>Unique reference number</b>	EY301503
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10295361
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	1 December 2017

## Information about this early years setting

The childminder registered in 2005 and lives in the Barnby Dun area of Doncaster. She has an early years qualification at level 3. The childminder operates all year round, from 8am to 4.45pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Julie Dent

### 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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector viewed written feedback from parents to gather their views.
- The inspector observed the interactions between the childminder and the children.

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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