

Childminder report

Inspection date: 30 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a warm and stimulating environment where they feel happy and safe. The childminder forms close attachments with children and aims to be responsive to their care and learning needs. She encourages children well, which promotes confidence in their abilities and supports their emotional well-being. The childminder offers children choice in their play from a wide variety of good-quality resources. This enables them to make their own decisions and express their ideas. Children show good levels of persistence and engagement in activities. For example, they use tongs to pick up cooked spaghetti and to move soft balls and stones from one basket to another. The childminder understands that mastering such skills and developing control of their hand muscles supports future learning, including pencil control for writing. The childminder has high expectations of children and she listens to them very well. She supports their learning, joins in their play and extends their ideas. Children are motivated and keen learners who concentrate well for their age. For example, young children are fascinated with shapes, in particular circles. They find circle-shaped blocks, counters and stacking toys and roll them across the floor. The childminder introduces different shapes and includes counting into the activity, which supports children's early mathematical development.

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

- The childminder completes ongoing observations and assessments of children's learning and development. She uses this information to plan activities that are based around their interests. The childminder has efficient systems in place to identify and address gaps in children's learning. Children achieve in all areas through play-based activities in the home and the garden. They receive valuable support from the childminder, which helps to prepare them well for their future move to nursery or school.
- The childminder ensures that children in her care are emotionally secure. She offers a gradual settling-in period with parents in accordance with their child's needs. Relationships between the childminder and the children are very good. Children learn to share and show consideration for others. The childminder uses age-appropriate strategies to manage behaviour, including distraction for the younger children. She praises children for their efforts and achievements, which boosts their self-esteem and confidence in their own abilities.
- Partnerships with parents are strong. The childminder informs parents about children's achievements and care. For example, she holds daily discussions and shares observations and photographs. This helps parents to be involved in their children's learning. Parents are very happy with the provision. They say their children are excited to attend, have fun and feel safe. Parents also comment on the childminder's professionalism and say that communication is very good.

- The childminder takes children to the local library, soft-play centre and playgroup to develop their social skills and understanding of their local community. However, she does not consistently raise children's awareness of the differences and similarities between themselves, their families and others in the wider world.
- The childminder models language well. She gives precise, clear and detailed explanations to children. This develops children's growing vocabulary and speech. Children enjoy books. From a young age, they listen to the stories the childminder enthusiastically reads to them. They respond to her questions and delight in the familiarity of repetitive text.
- Children develop very good self-help skills and overall, the childminder prioritises their growing independence. Children learn to manage their personal hygiene needs and young children practise cutting up their fruit at snack time. Children have fresh air and exercise each day. Their physical skills flourish as they use the childminder's well-resourced garden and visit local places of interest. The childminder knows children well and understands their individual needs. However, she does not routinely provide an accessible space for children to rest and relax when they choose.
- The childminder successfully reflects on her own abilities. She gathers the views of parents to help her to make wider improvements to her practice. She takes part in regular training to further develop her knowledge and skills. She also meets with other childminders and shares good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and what to do if she has a concern about a child. The childminder is aware of the duty to prevent children from being drawn into situations that could put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and no one can gain uninvited access. The childminder identifies and minimises potential risks. She closely supervises children, but also helps them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- extend practice for raising children's awareness of families, communities and traditions outside their own experiences
- take further account of younger children's individual needs and developing independence by providing a freely accessible space where they can rest and relax.

Setting details

Unique reference number	EY465631
Local authority	Doncaster
Inspection number	10075509
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 July 2016

Information about this early years setting

The childminder registered in 2013 and lives in the Woodlands area of Doncaster, South Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector observed activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views through their written comments and by speaking to them at the inspection.
- The childminder discussed with the inspector her plans for ongoing professional development and continuous improvement.
- The inspector looked at a selection of documents, including the childminder's first-aid certificate, public liability insurance and evidence of suitability checks.

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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