

Childminder report

Inspection date: 1 February 2022

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 arrive at the childminder's home happily and eager to begin their day. They enjoy a healthy breakfast and engage in conversations with the childminder about what they might like to do. Children have access to a wide range of resources and independently select items which interest them. For example, they explore cardboard tubes in a variety of ways, using them as telescopes, to build towers and to roll cars through. Children are engrossed in their play and show a desire to learn. They are confident, social and inquisitive individuals who ask questions. Children are keen to involve the childminder and visitors in their play. They form good friendships with each other and play cooperatively together.

Children have positive attachments to the childminder, who has a kind and nurturing personality. They are content and safe in her care. Children behave well and use good manners. The childminder expects all children to be respectful, polite and kind to each other. Children respond positively to the childminder, who uses praise and encouragement to acknowledge their achievements.

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

- The childminder plans settling-in sessions for new children well. She uses this time to get to know children and their parents. The childminder gathers a range of information about children, including what they are interested in and what they can do. This helps children to settle quickly and feel secure in the childminder's care.
- The childminder knows the children she cares for incredibly well. She confidently talks about their individual personalities, what they like to do and how they learn best. The childminder has organised her setting to inspire children's curiosity. She wants all children to be confident and inquisitive learners.
- The childminder provides exciting experiences to help children make progress in their learning. However, she does not consistently support their mathematical development to the highest level. For instance, the childminder does not use opportunities when children play to encourage them to count and use mathematical language.
- The childminder successfully supports children's communication and language development. She uses clear and simple language when communicating with younger children to support their understanding and language acquisition. Children enjoy singing and looking at a range of books. The childminder has introduced props, such as puppets, to make story times interactive and fun. Children are engaged as they act out the story and join in with key phrases from their favourite books.
- The childminder promotes children's healthy lifestyles well. They have access to a large, well-equipped outdoor space which is full of interesting resources to

help them develop their physical skills. For example, children expertly negotiate climbing apparatus, use diggers to build a road in a large sandpit, and fill and empty containers as they pretend to cook.

- Children are well behaved and listen carefully to the childminder. They take on challenges and develop a sense of responsibility. Children tidy away toys once they have finished playing. They are keen to help the childminder to carry out tasks, such as preparing their lunch. However, sometimes, the childminder does things for children, instead of encouraging them to have a go for themselves, such as dressing them or putting their shoes on.
- Parents are happy with the level of care and education their children receive. They praise the childminder's communication skills and say that they are kept informed about their children's day and what they are learning. The childminder shares valuable information and advice with parents about topics such as toilet training, oral health and the use of dummies.
- Self-evaluation is effective. The childminder reflects on her setting and the opportunities she provides for children. She attends regular training to keep her knowledge and skills up to date. The childminder brings what she has learned back to the setting and makes changes which positively impact on children's learning. For example, she has made her setting more cosy and introduced natural resources to inspire children's creativity and imagination. This has helped children to be calmer and concentrate more when they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with the local safeguarding partnership's procedures. She has a secure understanding of child protection issues and a thorough awareness of how to report concerns to protect children's welfare. The childminder keeps her knowledge up to date through online updates and training. She ensures that her setting is safe and secure. The childminder undertakes regular checks of all areas and equipment used by children. She closely supervises children in the indoor and outdoor environment.

What does the setting need to do to improve?

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

- develop the curriculum implementation to support children to use number, count and develop their understanding of mathematical concepts
- plan opportunities to support children to do things for themselves, to extend their confidence and self-help skills even further.

Setting details

Unique reference number	EY315240
Local authority	Doncaster
Inspection number	10069284
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	0 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 September 2014

Information about this early years setting

The childminder registered in 2005 and lives in Wheatley, Doncaster. She operates all year round from 5.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The childminder and the inspector evaluated an activity together.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector spoke to parents to gather their views and opinions about the setting.

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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