

Childminder report

Inspection date: 15 January 2024

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 show that they are happy and settled in the childminder's safe and friendly home. They benefit from strong daily routines as well as time to explore and take part in play activities of their choice. These routines help children to know what to expect next, which in turn supports them to behave well. For example, children quickly help to tidy up in between activities and show that they are ready for the next part of the day.

Children take part in well-thought-out and focused activities that are led by the childminder and her assistants. These activities spark children's interests. For example, they thoroughly enjoy a sorting activity in which they tell the childminder whether the food on their picture card is healthy or unhealthy. Children are keen to join in and show what they know and can do. This helps children to develop positive attitudes to learning.

Children hear a wide range of new words. For example, the childminder talks to the children about the meaning of the words 'author' and 'illustrator' during story time. She provides children with resources and pictures which help them to understand new words, such as aubergine and garlic. The childminder encourages conversation and speaks clearly to children. She repeats key words and phrases to them. This supports children to learn how to pronounce words correctly and expand their vocabulary.

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

- Children receive lots of praise for their efforts. They learn turn-taking skills as they patiently wait for their turn to find their name card or wash their hands. The childminder and her assistants act as good role models for the children. For example, they remind children to say please and thank you. This helps children to learn to be kind and respectful towards each other.
- The childminder plans opportunities for children to join in with daily singing and story time sessions. Children recall events from the story, 'Goldilocks and the Three Bears' and talk about how the characters feel. This repetition supports children's understanding of new ideas and concepts. However, on occasion, the childminder does not always consider how to use effective questions to build on children's existing knowledge and further extend their thinking and language skills.
- Children benefit from daily opportunities for fresh air and exercise as they play outside or go for walks in the local area. They develop their independence as the childminder and her assistants encourage them to put on their shoes and coats by themselves. Children enjoy visits to a local playgroup, which are organised by the childminder. This helps to build their confidence in visiting new places and

meeting new people.

- The childminder finds out what children already know and understand. She uses this knowledge to plan meaningful experiences for children. For example, she arranges for firefighters to visit the children at her home. Children enjoy exploring the fire engine and finding out about how the fire service helps people. They enjoy a visit from a police officer and find out about the ways in which the police can help to keep them safe. This helps to support children's understanding of their community and people who help them.
- The childminder communicates well with parents and carers. As a result, parents know what their children have been learning. They say that the childminder supports them well to help their children work towards their next steps in learning at home. The childminder seeks regular feedback from parents. This helps her to evaluate her provision and identify any areas for improvement.
- The childminder is dedicated to supporting children with special educational needs and/or disabilities (SEND). She has undertaken training to broaden her knowledge of how to support children's speech and language skills. The childminder works closely with parents, the inclusion team and other health professionals to meet the needs of children with SEND. This ensures that all children achieve well and make good progress.
- The childminder aims to continually develop and enhance her provision. She seeks feedback on her practice from other childcare professionals. The childminder has worked with a mentor to support children's progress and development following the COVID-19 pandemic. She closely monitors the practice of her assistants and supports them to access relevant training for their roles. This ensures that the childminder continues to build on her skills and knowledge and provide high-quality experiences for children.

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:

- develop the use of effective questioning techniques to further enhance children's thinking and communication skills.

Setting details

Unique reference number	EY443017
Local authority	Doncaster
Inspection number	10304984
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	2 to 9
Total number of places	9
Number of children on roll	28
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2012 and lives in Doncaster. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6 and works with two assistants.

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 around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- Children spoke to and 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 and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistants and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke with the childminder and her assistants about their safeguarding knowledge and responsibilities.
- 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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