

Childminder report

Inspection date: 16 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this inviting and spacious setting. They move freely between the indoor and outdoor environment and choose where they would like to play. Children eagerly access a range of stimulating resources and activities which help them to make progress in their learning and development. The childminder has high expectations for all children and wants them to do well. Children show positive attitudes towards their learning. They are keen to have a go at everything on offer.

Children demonstrate that they feel comfortable in the childminder's home. They have secure attachments with the childminder, who is kind and caring. Children laugh and giggle as the childminder chases them in the toy cars outside. They snuggle up close by the childminder as they listen to stories and have a cuddle. Children's behaviour is good. The childminder is a good role model and offers children lots of praise and encouragement as they play and try out new skills. She gives children gentle guidance to support them to share and take turns. Children are kind and have good manners.

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

- The childminder observes children as they play, to find out what they can already do. Overall, she plans experiences that will help children to acquire the skills and knowledge that they need for the future. The childminder puts support in place for children with special educational needs and/or disabilities (SEND). She works with parents to give children the help they need to succeed.
- Partnerships with parents are good. The childminder works closely with parents when children start. She gathers detailed information about children's routines and starting points in learning. This helps her to support children's emotional well-being. Children settle quickly and feel at ease in the childminder's care.
- Children are active and have plenty of opportunities to spend time outside in the fresh air. They go for walks in the local community every day and explore in the childminder's garden. Children practise developing their physical skills, for example as they use a range of wheeled toys and climb on the slide. They use the outdoor kitchen to develop their small-muscle skills by pouring pretend cups of tea for the dolls and the childminder.
- Children know the routine well and make themselves understood. For instance, when children are hungry and want a snack, they point to the high chair. The childminder meets children's needs successfully. She teaches children about the importance of eating fresh fruit and vegetables, and gently reminds them to drink plenty of water throughout the day.
- The childminder does not plan consistently to extend children's communication and language development. On occasions, she talks quickly and does not give

younger children the time and opportunity they need to learn and practise saying new words.

- The childminder's setting is inclusive. All children have equal access to a wide range of resources. The childminder helps children to learn about what makes them similar to and different from others through discussion, books and activities.
- The childminder has not formed effective partnerships with other settings that children attend, to obtain greater details of children's individual targets for learning. This does not fully promote consistency in children's care and learning.
- The childminder keeps her skills and knowledge up to date. She attends a wide range of training opportunities which help her to reflect on the opportunities she provides for children and improve her practice. For instance, the childminder has completed a 12-week autism awareness course, which helps her to further support children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She makes sure that her home is safe and suitable for the children who attend. The childminder keeps up to date with changes in child protection legislation by completing mandatory training. She has a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow to report any concerns she may have about a child's safety or welfare. The childminder teaches children about keeping themselves safe inside and outside her setting. She has clear rules and boundaries in place when on outings, which children follow well.

What does the setting need to do to improve?

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

- model language more effectively so that young children learn new vocabulary, to further promote their developing communication and language skills
- extend the range of information shared with other settings that children attend, to complement children's learning and development.

Setting details

Unique reference number	2522164
Local authority	Doncaster
Inspection number	10208119
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Doncaster. She operates all year round from 6.30am to 6.30pm, 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 childminder and the inspector had a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- Children interacted with and spoke to the inspector during the inspection.

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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