

Childminder report

Inspection date: 4 June 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 are happy, and they remain safe while in the childminder's care. The childminder works closely with parents, continually gathering and exchanging information with them. This enables her to support and meet children's individual care and learning needs effectively. Each child benefits from purposeful play experiences, which build on their prior knowledge and skills. For example, as children begin to develop strength in their physical abilities, the childminder encourages them to learn how to safely climb up the climbing frame. She closely supervises them, offering words of encouragement and direction to help them to safely master this new skill.

Children behave well. They are encouraged to learn clear rules and boundaries so that they are aware of expectations. For example, the childminder explains to children how they must remain seated if they wish to continue eating. She promotes good handwashing as part of the daily routine as well as helping them to learn how to brush their teeth. The childminder takes children to toddler groups as she recognises the benefits to their learning. For example, their social skills are promoted as they mix and interact with a larger group of peers. During story and singing group activities, they learn to sit, listen and engage. The childminder explains how children have developed confidence to choose their favourite songs to sing during these group activities.

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

- The childminder ensures that she is aware of children's individual care routines, as well as the skills and knowledge they already have. This enables her to recognise and respond accordingly when children are tired, hungry or upset. It also enables her to build on children's prior knowledge and skills.
- The childminder provides a constant narrative as children play, which helps to support their communication skills. She asks questions to encourage children's spoken responses. However, on occasion, the childminder does not use the correct terminology to consistently support children's growing vocabulary. For example, she says 'doggy' and not 'dog' when describing the play animal children are using.
- Children enjoy using a range of crayons, paint sticks and chinks to make marks. As they draw, the childminder asks them to identify the colours they are using and to count out the number of pens. The childminder interweaves these simple questions to explore and develop children's skills in a range of areas.
- Independence is a key skill the childminder aims for children to develop. However, there are some inconsistencies in her approach as she sometimes does things for children without first encouraging them to try for themselves. For example, children are encouraged to take their own slippers off but then the

childminder puts their shoes on for them. The childminder encourages children to undo the zip on their coat and praises them when they have accomplished this. When children then begin to get into difficulties taking the coat off, the childminder immediately does this for them.

- Parents confirm that they find the childminder trustworthy and reliable. They feel the childminder has helped their children to develop a range of skills in a safe environment. Parents acknowledge the regular information shared with them, which keeps them informed of their children's progress and development.
- The childminder continually evaluates her practice, including seeking parents' views on the service she provides. This helps her to identify areas requiring further development so that she continually maintains good standards. For example, the childminder is aware that her knowledge of the 'Prevent' duty and county lines is not as strong as her awareness of indicators of abuse that are associated with physical, sexual, neglect and emotional abuse. She, therefore, plans to refresh her knowledge through further training. The childminder is committed to ensuring that children remain protected from potential harm.
- Children are encouraged to share and take turns when playing in the sand. They develop their fine motor skills as they dig, fill and empty the buckets. When playing with the pretend food and tea sets, the childminder promotes their hand-eye coordination. They enjoy pretending to pour the 'tea' into cups and lifting these up to 'drink' from. They are also encouraged to hold pretend knives when cutting up the play pizza.

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:

- consider how to consistently support children's increasing independence with dressing and undressing
- use the correct terminology when speaking to children so that words are modelled correctly and consistently.

Setting details

Unique reference number	317713
Local authority	Doncaster
Inspection number	10346954
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 August 2018

Information about this early years setting

The childminder registered in 1988 and lives in Doncaster. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and the week between Christmas and New Year. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to, communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views about the childminding provision with the inspector.

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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