

Childminder report

Inspection date: 3 February 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

The childminder warmly welcomes children and they shower her with deep affection. They forge strong relationships with her and demonstrate that they feel safe. Children really enjoy their time in the setting. They select resources and activities that are suitable for their age, individual learning needs and interests. The childminder plans her environment well. For example, there are separate areas for children to do craft work and a quiet area for young children to listen to stories and older children to do their homework. The childminder has high expectations of all children. She observes what they are capable of and makes very good use of her observations to plan activities that challenge and motivate them. Children's behaviour is very good. The childminder is calm and provides good explanations about why some actions may be unacceptable. This is one way she helps them to understand the difference between right and wrong. Children try new foods, such as raw cauliflower, sugar snap peas and blueberries. They have conversations with the childminder as they broaden their tastes and explore new textures. Children enjoy outdoor activities, for example a walk to see animals in a farm and exploring nearby woods. They collect leaves and carry out bark rubbings, which they later use to make their own pictures of trees.

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

- Children are encouraged to use their prior knowledge and skills to complete a writing task. They show good levels of concentration as they follow dotted letters and lines. The childminder supports them as they confidently name the letters they are tracing and describe the lines as being 'swirly' and the other as a 'zigzag'.
- Children confidently name the colours they are matching up as they construct a jigsaw. They count the pieces they have put together and easily reach the number 14.
- Children are interested in mathematics and are eager to answer simple addition problems. For example, they do simple calculations with the help of the childminder, who encourages them to use their fingers to work out the answer.
- Children choose a story they want to listen to. They sit close to the childminder and listen to every word as she reads to them. When the childminder pauses during reading the story, they fill in the missing words and confidently say what is happening next.
- Children meet the childminder in her home before they start. This helps them to begin building a positive relationship with her. This also provides the childminder with the opportunity to gather information about the children's routines, life at home and their abilities. This helps her to prepare well for when they start.
- Parents comment that they want their child to be 'nurtured', 'in safe hands' and seen as an individual, and that the childminder has provided all this. They

describe their first impression of her is that she is a 'warm and friendly person' who made them welcome in her home. Others comment that the childminder has supported them during difficult times.

- Children benefit from activities that take place outside the immediate area of the childminder's home. For example, the childminder walks them past a farm to look at the different animals, and they explore the local woods and go shopping.
- Although the childminder's interactions are timely and encouraging, she does not always let children pursue their own thoughts and ideas. There are times when the childminder takes over an activity because it is not going in the direction she intended or imagined. For example, when children are asked to draw a face, she corrects what they have drawn.
- The childminder focuses her professional development on safeguarding and child protection. There is little focus on improving her good teaching to a higher standard and helping children to make swifter progress.
- The childminder has not yet identified ways to engage with settings that children also attend, to provide continuity in their care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge and understanding of safeguarding and child protection up to date. She completes training to help her understand the wider issues facing children, for example exposure to extreme views and grooming. The childminder knows the procedures she must implement if she feels that a child is at risk of harm or abuse. She keeps her home secure and carries out regular visual risk assessments. This helps her to keep children safe.

What does the setting need to do to improve?

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

- explore ways to raise the quality of teaching and achieve excellent outcomes for all children
- help children to pursue their own thoughts and ideas to support their creative skills further
- find ways to engage other settings that children attend, so that children fully benefit from a shared understanding and common approach to support their progress.

Setting details

Unique reference number	317925
Local authority	Doncaster
Inspection number	10072852
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 1990 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- The inspector observed the quality of teaching and learning, and assessed the impact this has on children's learning.
- The childminder explained how she implements her curriculum.
- The inspector evaluated a planned activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of parents' views.
- The inspector looked at children's records and a range of other documents, including training certificates and 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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