

Childminder report

Inspection date: 11 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 provides an inviting and relaxed environment. Children appear safe and happy. Effective settling-in processes are in place and the childminder knows the children very well. The childminder provides children with clear and consistent boundaries. She teaches children the rules so that they know what is expected of them. The childminder uses consistent praise and encouragement to reinforce positive behaviour.

Children are independent and choose their own play from a well-organised range of resources and equipment. The childminder understands how children learn and is skilled at supporting their learning. She uses her observations and assessments to plan activities. She continues to monitor children's achievements and skilfully identifies any delays in their development. The childminder works hard to close any gaps in learning to ensure all children make progress from when they first start. She encourages their early language development particularly well and this is a priority of hers. The childminder consistently narrates children's play and describes what they see, hear and do, modelling clear and simple language. Young children are learning to communicate their needs and wishes and understand the childminder's instructions well.

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

- The childminder is a good role model. She encourages children to say 'please' and 'thank you' and tidy away their resources. The childminder is skilful at supporting them to manage their feelings. When children become frustrated, such as when trying to operate a mechanism on the interactive farmhouse, the childminder calmly offers support. Children demonstrate that they feel comfortable in the childminder's home, for example by interacting with visitors confidently.
- Children learn a good range of mathematical concepts from an early stage. For example, during rhymes, the childminder encourages children to repeat numbers, to count out items and begin to recognise colours and shapes.
- Partnerships with parents are strong. The childminder gathers detailed information about children's routines, likes and dislikes before children start. She shares their ongoing progress in a variety of ways and values parents' contributions towards children's learning. Parents are very complimentary about the setting and the childminder.
- Children access books independently. They concentrate on turning the pages and match pictures to the sound button. Children cuddle up to the childminder to share stories. The childminder uses a variety of ways to engage children with books. This includes providing a variety of interesting books and ensuring that children have access to favourite stories.

- The childminder plans her daily routine and range of activities well to broaden children's experiences and support their interests. For example, through small-world play, she helps children make connections between the names of animals and the sounds that the animals make.
- Children have plenty of opportunities to learn about their wider community as they walk to and from local schools to drop off and collect other children. They regularly visit parks and other places of local interest. Children develop good social skills and enjoy playing alongside others.
- Children are learning key skills in relation to self-care, such as putting on their socks and trousers, or washing their hands before snack. This promotes children's self-confidence.
- The childminder completes required training and is seeking additional ways to extend her knowledge and stay up to date with developments in the childcare field. For example, she plans to complete some training online and is attending a meeting run by the local authority. This demonstrates a positive attitude towards improvement. The childminder reflects thoughtfully on the service she provides to help her develop and raise the quality of the service. However, she does not make the most of opportunities for parents or children to contribute to the self-evaluation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her statutory responsibilities to keep children safe. The childminder's safeguarding policies reflect the relevant local authority safeguarding procedures to follow to report any concerns. She identifies signs and symptoms that may indicate a child is at risk of harm. The childminder is aware of wider safeguarding issues and who to contact if she is concerned about a child in her care. She helps children learn how to keep themselves safe and take risks. The childminder assesses her environment for potential hazards and addresses these promptly so children can play in safety.

What does the setting need to do to improve?

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

- strengthen self-evaluation even further to include the views of parents and children to help identify and make continuous improvements.

Setting details

Unique reference number	318031
Local authority	Doncaster
Inspection number	10062600
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 October 2015

Information about this early years setting

The childminder registered in 1995 and lives in Bessacarr. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a professional qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and curriculum is organised.
- An evaluated activity was carried out by the childminder with the inspector.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documents, including children's records, policies and procedures, training, and evidence of the suitability of the childminder and other adults living in the household.

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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