

Childminder report

Inspection date: 12 May 2023

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, confident and well cared for in this setting. The childminder treats the children as individuals and is sensitive to their needs. Children enjoy this peaceful environment and have few distractions. They are listened to and have a clear routine for the day.

Children enjoy making play dough. They take responsibility for measuring, counting and mixing the ingredients. Children are enthusiastic and show confidence. They narrate their play, proudly exclaiming, 'I am making it.' The childminder interacts well with children. She reassures them when they accidentally spill ingredients, asks questions about number and capacity and praises children for listening and following instructions. Children help themselves to resources and bring toy cars to add to the play-dough activity. They excitedly call out colours to show that they have remembered what they have learned.

Children develop their language and communication skills by sharing familiar songs and stories. Children choose books and focus on a key story each month. The childminder uses stories about numbers to help children learn to count. She has a clear understanding of what children are learning during the activities she offers.

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

- The childminder is attentive, asks pertinent questions and gives children choices. However, she sometimes answers for children and does not always leave sufficient time for them to think and answer for themselves.
- The childminder has a good relationship with the local school and nursery, which younger children visit daily on the school run. The childminder finds out what children are focusing on in school and uses this to inform and extend her practice.
- The childminder supports children to develop healthy lifestyles. Children play outside daily in the well-equipped garden. They are encouraged to wipe their own noses and wash their hands before eating. Children eat together at the table and help to tidy up and put things away. The childminder talks to children about eating fruit and vegetables. She finds creative ways to encourage children to enjoy vegetables.
- Overall, the childminder builds good relationships with parents and identifies children's starting points in learning during settling-in visits. She shares information with parents in a newsletter and in daily conversations. However, the childminder does not consistently gather information from parents about children's communication and language at home to make sure that she focuses precisely on their individual needs.
- The interactions between the childminder and the children are sensitive. The

childminder talks to babies as she changes nappies, showing empathy and care for them. She monitors sleeping children constantly.

- The childminder focuses on children feeling safe and settled. She is sensitive to the needs of each child and shows care and affection towards them. When children are unsettled, the childminder finds out what might be wrong and finds ways to soothe and comfort them.
- Young children sit on the childminder's lap and watch, listen and respond with smiles. However, the childminder does not always adapt activities so that very young children can participate.
- The curriculum focuses on developing children's independence and getting them ready for school. Children learn to put on their coats and shoes and to hang them on the peg when they arrive.
- Parents speak of the childminder with affection. They say that their children are always happy to attend and that they are well cared for. Parents say that the childminder is always approachable and that she has built a bond with their children.
- Older children are happy and confident, and they enjoy their time with the childminder. Children's behaviour and attitudes are good. They take turns and communicate clearly as they play a game. Children say that they like coming to the childminder's setting.
- The childminder regularly visits local pre-school groups and meets with other childminders to network and share good practice. She is supported by early years professionals from the local authority. The childminder values the guidance that they share and uses it to develop her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training. She understands the different types of abuse and can recognise the possible signs, symptoms and indicators of abuse. The childminder has a safeguarding policy that includes relevant contact numbers and the procedure to follow to make a referral or ask for guidance. The childminder records details of medication given to children and accidents that happen. She has a fire evacuation plan that is shared with parents.

What does the setting need to do to improve?

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

- give children more time to think, respond and make decisions for themselves
- extend information sharing with parents to develop learning strategies for individual children and to make sure that the curriculum is shared with parents
- adapt activities so that children of all ages can participate.

Setting details

Unique reference number	EY100472
Local authority	Doncaster
Inspection number	10279976
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	0 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 September 2017

Information about this early years setting

The childminder registered in 2002. She lives in Balby, in Doncaster. The childminder operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Brooks

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 showed the inspector the areas used for childminding and explained how her early years setting is organised.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation.
- The inspector observed play and interactions between children and the childminder.
- The inspector took account of the views of parents through discussion.

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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