

Childminder report

Inspection date: 20 September 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

The childminder's naturally calm and warm manner helps children to feel emotionally secure and safe in her care. Children are supported to develop their confidence as they freely explore their surroundings. The environment is well resourced and organised to support children's natural curiosity as learners. This, along with the childminder's effective support and sound curriculum, enables every child to achieve a core range of skills and knowledge. Children's attention and focus on their play is skilfully supported through the childminder's positive interactions. For example, babies enjoy exploring pasta. Through the childminder's active engagement and encouragement, they develop their fine motor skills as they fill and empty pots. The childminder introduces them to new words, such as 'scoop', as well as explaining which pot is small and which is big.

Children benefit from healthy, home-cooked meals and spend lots of time outside developing their physical skills. Children are supported to develop good handwashing routines from a young age. This is because all children, including babies, learn to wash their hands with soap and water. The childminder makes the most of opportunities as they arise to promote children's learning through play. For example, when children play on the see-saw, the childminder counts and sings an associated nursery rhyme. The positive interaction helps to maintain children's interest in their play as well as developing their skills.

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

- Children behave well as the childminder acts as a positive role model. She creates purposeful learning opportunities as she skilfully responds to each child's emerging needs and interests. This enables every child to achieve well.
- Children enjoy moving freely between indoor and outdoor play. Ongoing risk assessment and constant supervision by the childminder help to maintain children's welfare.
- When playing outside, young children are encouraged to learn how to play safely as they develop their physical skills. For example, children learn how to safely climb up the steps on the small climbing frame. Once at the top, the childminder helps them to learn how to sit down before sliding down the slide. When children try and climb into the toy car over its door, the childminder shows them how the door opens. This enables them to safely enter the car to play.
- Children's communication skills are supported as the childminder continually chats to them as they play. She listens and responds to children when they speak. Children enjoy singing nursery rhymes, with babies squealing with delight as they recognise popular rhymes. This helps all children to build their growing vocabulary.
- The childminder has lots of books and regularly offers to read to children.

However, if children do not want to listen to a story, they miss out on this valuable experience. Also, as books are not consistently accessible to children, their interest and enjoyment of books is not explored effectively.

- Children use their imagination and mark-making skills when using chalk on the concrete outside. The childminder allows them to freely use the whole driveway as they draw their pictures and explore their creativity.
- The childminder sings number rhymes with children and introduces simple counting into their play. For example, the childminder counts 'one, two, three' as children place pieces of pasta into their pots.
- Tooth brushing and resources to promote children's awareness of oral health are in place but not regularly used with all children. This does not fully ensure that every child learns about the importance of developing good oral health.
- Parents confirm that the childminder communicates well with them, keeping them informed about their children's care and learning. They confirm their children are happy, behave well and know what is expected of them. Parents like how kind, caring and patient the childminder is. They state that they did not hesitate when choosing the childminder.
- The childminder helps children to learn to be respectful so that they value the uniqueness of others. Children access a range of play resources depicting positive images of diversity. The childminder also introduces children to a range of different foods from around the world, as well as supporting their understanding of other cultural and religious events.

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 create enticing areas for children to freely access and share books
- increase opportunities for children to develop a clearer understanding of good oral health.

Setting details

Unique reference number	EY252086
Local authority	Doncaster
Inspection number	10357623
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Doncaster. She holds an appropriate childcare qualification at level 3. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded care and early education.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum and what she wants the children to learn.
- Children spoke 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 of the setting 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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