

Childminder report

Inspection date: 2 May 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 works closely with parents to find out about children's interests and needs. She gives them time and support to settle in. She shares information with parents about their child's learning and care. She interacts warmly with children and knows them well. She teaches children the rules and expectations for their behaviour. For example, reminding them they must sit and listen when she reads a story. They wait patiently for their turn on the slide, telling their friends, 'Remember, don't push'. They learn the routines. For example, working together to tidy up. As a result, children are content and feel safe.

The childminder has a good understanding of what she wants children to learn. She plans interesting activities that build upon what children already know and can do. This means that children are highly engaged in their play and learning. For example, they work hard to build towers. They compare the height of their towers to their friends' and work together, saying, 'We can build it higher and higher.' Children's positive attitudes to learning mean that they make good progress and are well prepared for the next stage in their education, including school.

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

- The childminder talks to parents and observes children to find out what they know and can do. She then plans activities which build upon children's existing skills. The childminder repeats this process, observing children and speaking to parents to adapt her teaching. As a result, the childminder notices any gaps in children's learning. She supports children to fill these gaps and talks to parents about how they can support children's learning at home. Consequently, all children make good developmental progress.
- The childminder reads to children in a way that excites and engages them. They listen attentively. She introduces new words, such as 'howled'. She talks to children about what the word means and other similar words. She helps them to think about what might happen next in stories. Children confidently communicate their ideas. For example, guessing what dinosaurs might eat. As a result, children are developing a love of stories. They make good progress in their communication and language skills. Sometimes, the childminder does not extend children's learning when unplanned opportunities to do so arise.
- Children have access to daily outdoor play. They run, climb, throw and catch. Children try hard when they find something difficult. For example, pedalling the bike until they can make it move. This helps develop their physical skills, including strength, balance and coordination. The childminder praises children. They show that they are proud of their achievements, saying, 'I did it. I'm going to be faster.' They are developing a positive sense of themselves.
- The childminder reminds children of the rules and routines. Children show that

they understand these, for example, by helping to tidy up. The childminder speaks warmly and respectfully to children. They learn to interact positively with their friends. For example, when sharing a rocking toy, children tell their friends, 'I'll go on the front, you go on the back.' They then swap over, taking it in turns. As a result, children behave well and are ready to learn.

- Children develop their independence. The childminder helps them to cut their own fruit at snack time. They learn to put on their own shoes. The childminder teaches them how to wipe their nose and wash their hands. She reminds them they must clean the 'front and back'. The childminder gives children choices, for example which book to read. She talks with children about their differences. This helps children to learn about what makes them unique.
- The childminder reflects on her practice and attends training and development opportunities. She works hard to continually improve the quality of education she provides. Since her last inspection, she has improved her teaching of mathematics. She introduces mathematical concepts to children during play. For example, comparing the height of the towers children build.

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:

- build upon the already good-quality teaching to make best possible use of spontaneous opportunities to extend children's learning.

Setting details

Unique reference number	EY260143
Local authority	Doncaster
Inspection number	10339193
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	1 to 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2003. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Rebecca Miall

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- 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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