

Childminder report

Inspection date: 3 October 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

Children enjoy their time with this warm and caring childminder and her assistant. The childminder tends to children's care needs. She soothes them to sleep and offers cuddles and reassurance when they need it. Children enjoy exploring carefully selected resources that spark their curiosity. For example, they choose toys that make noises and shake and rattle them. The childminder allows them space to explore the noises that they make. They look into mirrors and smile as the childminder points out their features. Children feel secure in her care. They happily sit and play with her, laughing as they stack cups and knock them down. The childminder creates anticipation by saying, 'ready, steady, go'. Children build a positive bond with the childminder and her assistant.

The childminder encourages children to tidy up their toys. She shows them how to do this. Children learn what is expected of them from a very young age. Children learn to feed themselves. The childminder teaches them how to use a spoon and she praises them when they try hard to do this. She gives them help when they need it. Children wipe their own faces after they have eaten. The childminder works hard to promote children's independence from an early age. When children start the childminder gathers information about children's needs. This ensures that she knows all that she needs to know about them. She finds out about their likes and dislikes. She finds out about any gaps in learning so that she can help them to make good progress.

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

- When children start the childminder gathers information about children's needs. This ensures that she knows all that she needs to know about them. She finds out about their likes and dislikes. She finds out about any gaps in learning so that she can help them to make good progress.
- The childminder decides what she is going to teach children by focusing on what children already know and can do. She plans what she wants children to learn next. She considers activities and how they can be tailored to support what children need to learn next.
- The childminder plays with children on their level. She models words such as 'star', 'big' and 'small' as children play. She encourages a love of reading and books by regularly sharing stories with children. This helps them to develop their vocabulary.
- The childminder blows bubbles and says 'pop' as they burst. Children try to pop them. She shows them how to blow and they have a go themselves. They take turns to blow the bubbles. As children grow their confidence, they dip the sticks into the bubbles and then blow them. They develop their fine motor skills and hand-eye coordination as they navigate the small sticks into small tubes.

- The childminder and her assistant model play for children. They roll cups on the floor and from different heights to see how far they will go. Children then copy and try themselves. They build their confidence and explore cause and effect.
- The childminder identifies opportunities to provide children with a rich set of experiences. They attend sensory sessions that are focused on promoting children's self-esteem and emotional wellbeing. Children enjoy and engage well in these sessions. This is supporting children to understand their feelings from an early age.
- The childminder provides children with wider experiences outside of the home. She encourages curiosity, imagination and investigation by encouraging them to try new things and experiences. However, she does not yet provide enough opportunities for children to develop their independent thinking skills.
- The childminder supports parents to help children at home to further their learning by sharing what she is teaching them and how parents can continue this at home to help children to make even further progress. Parents say that their children are well prepared for school.
- The childminder evaluates her practice. She holds regular discussions with her assistant, and they reflect at the end of each day. However, reflection and evaluation is not yet tightly focused on teaching skills rather than on activities and resources, so that, they can even further develop their practise.
- The childminder ensures that her assistant has the training and development opportunities that they need to develop their skills. They undertake training together that helps them to develop their knowledge in understanding children's behaviour.

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 professional development opportunities that will help you to provide more opportunities for children to develop their critical thinking skills
- focus your own self-evaluation more tightly on how your own teaching skills can be adapted and developed.

Setting details

Unique reference number	EY260677
Local authority	Doncaster
Inspection number	10357615
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 12
Total number of places	12
Number of children on roll	6
Date of previous inspection	14 December 2018

Information about this early years setting

The childminder registered in 2003 and lives in Edenthorpe, Doncaster. She operates all year, Monday to Friday, from 6am to 6pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children. She works regularly with one assistant.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between staff/the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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