

Childminder report

Inspection date: 13 July 2022

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 show that they feel safe and secure. They happily play and explore in the childminder's homely and welcoming setting. Children thoroughly enjoy spending time with the nurturing childminder and are relaxed in her care. Children regularly seek out the childminder for cuddles and she provides a good range of activities for them.

The childminder is a good role model. She has a gentle approach and communicates respectfully with children. The childminder supports children to share and use good manners. Children are well behaved, enthusiastic and motivated to learn. They develop strong social skills, and interact with kindness and respect.

Children enjoy exploring play dough and confidently talk about the shapes that they make from cutters. They tell the childminder that it is a 'butterfly' and talk about patterns in the dough. Children take pride in their achievements and cannot contain their excitement to share their creative work with her. Children have high levels of self-esteem and confidence. The childminder provides children with good opportunities to play with other children. She takes them to groups and outings.

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

- The childminder knows children well. She takes time to build early relationships with children and their families. This helps children to build strong attachments. Parents describe the childminder as 'kind' and 'welcoming'. They value the many opportunities and experiences that the childminder provides to their children to learn about the world which they live in.
- The childminder offers rich experiences for children to explore books, songs and rhymes. Children listen with interest to stories and explore the different textures and sounds in books. They excitedly press the buttons in the book, and listen to the sound of the animals and name them.
- The childminder is committed to her ongoing professional development. She completes online courses and forms links with other childminders. They meet regularly to discuss ideas for activities. This helps the childminder to develop her knowledge and skills.
- The childminder observes children as they play to find out about what they enjoy and what they can do. She regularly reviews their progress to identify any possible gaps in their development. The childminder supports children to move forward in their learning and to make good progress. This prepares children very well for school.
- Children listen to and follow the childminder's instructions. They are keen to help with tasks, such as helping to tidy toys away. The childminder encourages and

provides opportunities for them to make choices, and praises their positive behaviour. Children develop a strong sense of pride and self-worth, which they demonstrate through their determination to complete tasks independently. For example, children help themselves to the snack and wash their hands before eating on their own.

- Overall, the childminder uses information gained from her observations of children to plan a range of enjoyable and interesting learning experiences. She keeps children's families well informed about children's progress. However, the childminder identifies that she needs to further develop more effective ways of involving parents in sharing their children's learning from home.
- The childminder uses additional funding exceptionally well. For example, she has invested in resources to promote children's communication and language development. This is to support those children that enter the setting who are not making typical progress. In addition, the childminder takes children to a local children's group, where they socialise and talk to other children.
- The childminder helps to promote healthy lifestyles. She involves children in learning about health and well-being. For instance, children learn to follow good hygiene practices. For example, they learn to brush their teeth after meals and put their hands to their mouth when coughing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and implements a robust safeguarding policy. The childminder is aware of the indicators that may suggest that a child is at risk of harm and is confident in reporting any concerns she has. This also includes if an allegation is made against herself or a household member. The childminder completes thorough risk assessments for her home to ensure that children play in a safe and suitable environment. She talks to children about risks as they play, as well as road safety to help them learn how to keep themselves safe.

What does the setting need to do to improve?

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

- support parents to share information about their children's learning at home, in order to support children's progress to the highest level.

Setting details

Unique reference number	EY263158
Local authority	Doncaster
Inspection number	10062609
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 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 August 2015

Information about this early years setting

The childminder registered in 2003 and lives in Doncaster, South Yorkshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a level 3 in childcare.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- This was the first routine inspection the provider 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 inspector carried out a joint observation of practice with the childminder.
- The inspector spoke to childminder and children at appropriate times during the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the setting is organised.
- The inspector reviewed a variety of documents, including qualifications, first-aid certificates and policies.

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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