

Childminder report

Inspection date: 18 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's home. They form close and secure attachments to the childminder, who has a wonderfully kind and nurturing approach. The childminder creates a relaxed and friendly atmosphere where children feel safe and secure in her care. She acts as a positive role model to children and encourages them to share, take turns and be kind to their friends. Children are well behaved and develop good social skills for their future learning.

Children are motivated and interested learners. They demonstrate high levels of curiosity and enjoy playing with the wide selection of toys and activities available to them. The childminder plans a range of experiences to focus on children's individual interests and what they need to learn next. For example, children enthusiastically express a range of different feelings and emotions while playing with musical instruments. They use their imagination to go on a hunt for animals in the jungle, using binoculars. They talk about how they feel when they find the animals, and select musical instruments to best express their emotions. Children try hard to succeed at tasks and become engrossed in their learning. However, the childminder does not consistently provide them with the same level of opportunity to explore their own ideas during free-flow play.

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

- The childminder evaluates activities and the impact these have on children's learning. However, she does not consistently identify areas where she can strengthen and improve her own knowledge and skills even further.
- The childminder closely observes and assesses children's learning. She meticulously monitors their progress and uses this information to identify any gaps in their development. The childminder shares information with parents by using a home communication journal and she includes them in making decisions about their child's learning. This helps to promote a good two-way flow of information and a consistent approach towards children's learning at home.
- The childminder works hard to provide an inclusive setting for all children. She works collaboratively with parents and outside agencies to ensure that children, including those with special educational needs and/or disabilities, receive the level of care and education that they need. For example, the childminder attends regular meetings to share information and discuss action plans about children's next steps with external professionals. She embeds these plans into practice effectively and makes any reasonable adjustments to her setting. All children make good rates of progress from their starting points.
- Children develop good literacy, communication and mathematical skills. For example, they complete simple additions and subtractions as they use props and sing nursery rhymes. The childminder speaks clearly and accentuates initial

sounds in words to help further develop children's speech and language skills.

- Children learn about the world beyond their own experiences in exciting ways. They benefit from regular outings and trips in the local and wider community. For example, children go on adventures in the woodlands and explore the natural world around them. They access playgroups where they meet new people and build on their social skills. The childminder plans activities that help children to learn about the different people in their community and various religious festivals. For example, children learn about Diwali and the festival of light. They use a range of props and play equipment to re-enact multicultural stories.
- The childminder plans a range of interesting activities to strengthen children's learning and build on what they already know and can do. For example, she provides experiences to build on children's understanding of how to take care of their oral hygiene. Children sing songs and use plastic denture models and toothbrushes to learn how to brush their teeth and protect their gums. They develop the skills that they need to take care of their personal needs. Children follow good hygiene routines and know to wash their hands and surfaces before mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection matters. She understands how to recognise the signs and symptoms of abuse. The childminder implements robust procedures and is fully aware of what to do if she is concerned about a child's welfare. She completes thorough daily checks of her premises to help maintain a safe and secure environment for children. Robust vetting procedures are followed to ensure the suitability of all adults living and working on the premises.

What does the setting need to do to improve?

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

- provide children with more opportunities to explore and extend their own ideas during play
- use evaluation to identify aspects where practice could be improved and strengthened to enhance teaching to a consistently higher level.

Setting details

Unique reference number	EY289084
Local authority	Doncaster
Inspection number	10117372
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	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 2004. She operates her service on Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7.30am until 5.30pm. The childminder holds a suitable level 4 childcare qualification. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- The inspector completed a learning walk with the childminder to discuss the organisation of the provision and the early years curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A joint observation was completed by the inspector and the childminder, and they evaluated this at a convenient time.
- Written feedback and testimonials from parents were reviewed by the inspector and taken into account.
- The inspector sampled relevant documentation, including policies, procedures and other records regarding health and safety.

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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