

Childminder report

Inspection date: 2 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Babies are quick to develop a close bond with the childminder and her assistant. This helps them to settle and also reassures parents that their children feel safe. Staff respond quickly to babies' attempts to communicate. The childminder and her assistant copy the sounds babies make. They also respond with physical expressions and words. As a result, babies are constantly communicating what they want and how they feel. The babies enjoy the freedom of moving around to explore their environment. Their confidence is such that they are swift to move from crawling to walking. Babies enjoy making different sounds by hitting metal and wooden items together.

Older children are eager to show off their dance moves. They ask everyone to watch as they follow the actions of their favourite songs. Children sing the words of the songs and make very specific body movements to the action words. Children learn about the life cycles of frogs and butterflies. They show genuine excitement as they show the inspector their tadpoles and froglets. Children explain to the inspector that the froglets will turn into big frogs.

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

- The childminder and her assistant show a genuine commitment to continued improvement. They have successfully addressed the actions raised at the last inspection. For example, they attended fire safety and evacuation training. Following this, they revisited what to do in the event of an emergency with children. Children tell the inspector that if there is an emergency, they must walk and not run so that they do not trip or fall.
- The childminder accepted support from the local authority improvement officer. This helped her and her assistant to improve the quality of care and education that they provide. They attended training in safeguarding, the 'Prevent' duty, and the early years curriculum.
- The childminder and her assistant have a good working relationship with parents. Along with termly reports, they have provided a 'talk to me about' board. This provides parents with details of what children have done during the day, and helps to involve them with what their children are learning.
- The childminder describes her curriculum as being 'broad', and shows that it covers all seven areas of learning. She provides a well-planned learning environment that children find interesting and stimulating.
- Children's independence has priority. They help themselves to resources and equipment while being well supervised. Children learn how to use tools, such as scissors and knives, in a safe way. This includes how to hold scissors as they walk from where they retrieve them back to their table. Children use a knife to slice up fruit for their snacks and they pour their own milk. These are some of

the skills they are perfecting in readiness for school.

- Children are supported to work through their own ideas. For example, after they show the inspector their tadpoles and froglets, they decide to make another pond. They are challenged to find a way to fill the pond with water. Children put their problem-solving skills to good use. They agree how to fill the pond and how much water they need. Children then decide to experiment with different items to find out what will float and what will sink.
- Children follow good hygiene practice. For example, they wash their hands throughout the day at appropriate times, such as after using the toilet, before and after eating, and after messy activities. They use tissues to wipe their nose and dispose of the tissue in a bin.
- The assistant meets with the childminder to discuss her professional development. They also discuss their individual strengths and look at what needs to be improved. They agreed to attend a course in communication and language. This helped them to improve the questions they ask children to encourage them to think things through. However, questions are not always adapted for the younger, less-confident children. This means they do not make the rapid progress aimed for in communication and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are clear about the steps they must take to help safeguard a child. They understand what to do if they receive any allegations of abuse. This means that any concern about a child will be reported quickly. The childminder and her assistant are aware of the 'Prevent' duty and why it is in place. For example, this is to help protect children from radicalisation and extremism. The environment is well maintained through regular risk assessments. The home is secure and helps to keep children safe.

What does the setting need to do to improve?

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

- make better use of questions to help less-confident children achieve the intended level of communication and language skills more swiftly.

Setting details

Unique reference number	EY331998
Local authority	Doncaster
Inspection number	10236829
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 9
Total number of places	12
Number of children on roll	19
Date of previous inspection	7 March 2022

Information about this early years setting

The childminder registered in 2006 and lives in Doncaster. Her setting is open from Monday to Friday, all year round, except for family holidays and bank holidays. Sessions are between 7.30am and 5.30pm. The childminder holds a recognised qualification at level 5. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Rice

Inspection activities

- The inspector observed the quality of education during activities and she assessed the impact this has on children's learning and development.
- The childminder discussed her curriculum and what she wants children to learn.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke with children and took account of their views.
- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.

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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