

Childminder report

Inspection date: 10 December 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 helps children to develop the skills that they need by the time they go to school. She helps children to practise their listening and attention skills. She focuses on helping children to learn to take turns and to share with their friends. She works together with parents to help them to continue learning at home. By the time children start school, they have well developed skills and knowledge to help them to navigate this important time in their lives.

The childminder helps children to develop their mathematical knowledge as they engage in mark making. Children draw circles and lines as they practise their pencil grip. The childminder demonstrates how to draw the lines and circles. She encourages children to have a go at rotating and moving their arms and hands in different directions. She uses words at the same time, such as 'vertical', 'horizontal' and 'circle'. She makes comparisons between 'large' and 'small'. Children make good progress across all areas of learning.

The childminder supports children to behave well and to regulate their emotions. She encourages them to make choices. She teaches them what is expected of them. She helps them to understand their emotions. Children learn what is right and what is wrong.

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

- The childminder uses songs and rhymes to help children to develop their vocabulary. She demonstrates the actions so that children can copy. Children enjoy singing along to their favourite songs. The childminder uses this as an opportunity to help them to learn about numbers, shapes and animals.
- The childminder supports children's positive self-esteem, as they develop their independence. She reminds children how to pour water carefully out of a jug. She reminds them to hold the cup with one hand and the handle of the jug with the other. Children listen carefully and try hard.
- The childminder helps children to develop their memory and observational skills. She provides a group of objects and takes one away each turn. Children remember the objects and identify which one is missing. As children develop this skill, the childminder uses a larger number of objects to challenge children's thinking even more.
- Children help and tidy up their toys. They tell the inspector that they are helping to tidy up, and they beam with pride as they make a positive contribution. The childminder encourages this by offering lots of praise, as children learn what is expected of them.
- The childminder helps children to learn about keeping safe. Children learn what to do in the event of a fire or other emergency. They learn about road safety

and how to positively interact with the family dog. Children are safe and secure with the childminder as they learn about personal safety.

- The childminder helps children to develop their vocabulary. They enjoy books and stories. She comments and asks questions, as children play. However, the childminder does not consistently correct misconceptions or model the correct words for everyday objects so that children develop an even wider range of vocabulary.
- The childminder plans a mixture of adult-led and child-initiated learning. Sometimes adult-led activities go on for too long. This leads to children becoming restless and they stop engaging. This means that very occasionally children miss out on the learning that is intended for them.
- The childminder evaluates her own practice alongside other staff whom she works with. She can identify strengths and weaknesses so that she can make continuous improvements.
- The childminder gathers detailed feedback from parents about the provision. There is a successful two-way flow of communication between the childminder and parents. They share information about children's progress and what they are learning so that parents can continue learning at home.
- Parents say that the boundaries and expectations of children's behaviour are communicated with them. They say that this helps them to follow this up at home. This ensures consistency of routines and expectations across home and the setting and helps children to make even better progress.

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:

- develop own skills to challenge misconceptions and ensure that children always hear the correct terminology and words
- consider the ages and stages of all children when planning adult-led learning so that children can consistently concentrate and remain engaged.

Setting details

Unique reference number	EY336506
Local authority	Doncaster
Inspection number	10364118
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	25 January 2019

Information about this early years setting

The childminder registered in 2006. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and her husband, who is also a registered childminder. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector viewed feedback from several parents during the inspection and took account of their views.
- 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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