

Childminder report

Inspection date: 24 January 2023

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 are happy and relaxed in this welcoming environment. They demonstrate that they feel safe as they engage in activities. The childminder gives children continuous encouragement and praise. They celebrate their achievements together. Children's behaviour is good and they regularly use good manners. They demonstrate good levels of confidence and self-esteem.

The learning environment is organised effectively and supports children to make their own choices about their play. The childminder provides a good range of resources to support children's learning across all areas of her ambitious curriculum. Children engage effectively in conversations with the childminder, who listens with interest. The childminder promotes children's communication effectively. For example, she asks open questions and sings familiar nursery rhymes and action songs, which children join in with.

Children demonstrate good levels of independence. They wash their hands independently and feed themselves. Older children attempt to put on their own coats and shoes. The childminder understands the importance of children having the opportunity to socialise with other children. She regularly meets with other childminders and the children that they care for. Children visit playgroups, where they begin to build friendships and understand the importance of sharing and taking turns.

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

- The childminder finds out from parents about children's routines, interests and where they are developmentally before they start. She then observes children and monitors their progress. The childminder knows children well and plans for their next steps in learning appropriately.
- The childminder adapts activities to meet the needs of children of different ages. For example, she provides children with oats to explore. Older children find numbers hidden in the oats. Younger children work on filling and emptying, and picking up the small oats using their thumb and index finger, to develop their small-muscle skills.
- The childminder understands the importance of giving children new experiences and opportunities to socialise. She often takes children to the park, woodland, soft-play areas, local playgroups and the wildlife park, along with other childminders.
- The childminder promotes children's independence and understanding of health and hygiene. She encourages children to wash their own hands. However, the childminder does not support children to understand about the importance of good oral hygiene.

- Children receive good support to develop their personal, social and emotional skills. They learn to share resources, take turns and show care and kindness to one another. For example, when children have minor disagreements over the toys, the childminder explains that they can have a turn next and the importance of sharing. Children have a warm and trusting relationship with the childminder, who provides them with cuddles and reassurance.
- The childminder understands the importance of communicating with other settings that children attend to support their learning and development. However, the childminder does not work closely with other professionals involved with children in her care to fully understand how best to support them, including health visitors and medical professionals.
- The childminder consistently uses high-quality teaching as she supports children's play and learning. She constantly talks to children, asking effective questions and talking about what they are doing. This supports children's understanding and helps them to concentrate for longer periods of time.
- Partnerships with parents are positive. The childminder regularly shares information about children's learning and development and the activities that they have enjoyed. Parents state that they are pleased with their children's progress and that their children are happy at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities in relation to keeping children safe. She keeps her safeguarding training up to date. The childminder can describe the signs that may indicate that a child is at risk of harm. She has a knowledge of a range of safeguarding issues, such as radicalisation and grooming. The childminder is aware of the processes to follow should she be concerned that a child is at risk of harm. She understands the importance of keeping children safe in her home and when taking children on outings. She has appropriate risk assessments in place.

What does the setting need to do to improve?

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

- help children to understand about the importance of good oral hygiene
- extend relationships with other professionals to fully understand how to support children through multi-agency working.

Setting details

Unique reference number	EY339739
Local authority	Doncaster
Inspection number	10263435
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	6
Number of children on roll	7
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in the Scawthorpe area of Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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