

Childminder report

Inspection date: 6 May 2025

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 enjoy their time with the kind and caring childminder who knows children well. Children are safe and secure and have their care needs well supported. The childminder is sensitive to children's needs and approaches children with calmness, providing them with a sense of security.,

The childminder uses popular stories and themes to engage children and incorporate different areas of learning. For example, children enjoy, 'The Hungry Caterpillar'. The childminder introduces counting, colours and the names of foods following on from reading the story. Children watch with excitement as caterpillars turn into cocoons and they wait with expectation for them to turn into a butterfly. They make comparisons between the story and their own caterpillars as they watch the process unfold.

The childminder consistently supports children to learn what is expected of their behaviour. She helps children to learn to share and to be patient with each other. She encourages teamwork and children help to tidy up their toys. Children try hard to do what is expected of them and the childminder sensitively supports them when they struggle to do so.

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

- The childminder considers children's individual interests and past experiences when planning learning opportunities. She mostly plans activities that children are interested in and that they engage with. She helps them to make choices about their learning and what they would like to do next.
- The childminder helps children to develop their fine motor skills. She demonstrates how to thread laces through holes. Children keep on trying until they succeed. She models words such as 'unravel' and children say that they are 'unwrapping'. Children demonstrate the skills that they have learned.
- The childminder helps children to develop their mathematical skills. They count as they explore the environment and count out balls as they put them into water. They make comparisons between 'big' and 'small'. They learn some early mathematical concepts.
- Outdoors, the childminder provides children with interesting resources to explore water and sand. They test out concepts such as, floating and sinking. The childminder uses words such as 'sloppy' and 'soggy' to extend children's vocabulary. The childminder supports children's communication and language well.
- Children benefit from co-operative games. The childminder plays a game of dominoes with children. They concentrate as they look to match the pictures on the dominoes. They take turns and wait patiently for their turn. The childminder

teaches them the rules of the game. Children learn important social skills that will help them in later life.

- The childminder helps children to learn about the world around them. They water plants and remember that plants need sunlight and water to grow. They go on local walks and explore the environment, looking for wildlife and listening for sounds.
- The childminder is not always clear about how she uses what she knows about children to plan for their individual learning needs so that she can even more tightly focus her own teaching skills to help children even further. That being said, children enjoy the learning that is provided and there is a wide range of interesting opportunities that contribute towards the progress they do make.
- Parents feel well supported by the childminder. She develops positive partnerships so that she knows children well. She shares the progress check at age two and identifies when children need additional support. She offers support for parents to carry on learning at home, such as, toilet training and developing independence. This contributes to the progress that children make.
- The childminder evaluates the activities that she does with children. She considers if they have enjoyed the activity. However, she does not yet focus her self-evaluation on how she can develop her own skills to further enhance the quality of her provision or to identify relevant training and development opportunities.

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:

- consider what you know about children and use this information to plan for future learning that builds their individual skills and characters
- sharpen self evaluation to focus on children's individual needs and identify relevant training and development opportunities.

Setting details

Unique reference number	EY345221
Local authority	Doncaster
Inspection number	10388533
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Conisbrough, Doncaster. The childminder operates from 8am to 5pm, Monday, Tuesday, Thursday and Friday, all year round, except for bank holidays and family holidays. She provides funded early education. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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