

Childminder report

Inspection date: 31 January 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

Children are encouraged to be active learners who learn to listen, behave well and develop their attention. As the childminder engages and supports them in their play, this creates positive learning experiences, which build on their prior knowledge and skills. Children are encouraged to develop their fine manipulative skills when playing with play dough. The childminder continues to add more resources, which helps to maintain children's focus for extended periods of time. Children use scissors to cut the play dough and a range of cutters to make different shapes. When using plastic knives to cut around the cutters, children state the knives are not sharp. This then promotes a discussion about safety. As they continue to explore the play dough, the childminder encourages their imagination as they roll the play dough. When asked, they tell the childminder that they are making worms.

Children are closely supervised, and the childminder continually risk assesses the environment to ensure children remain safe. She maintains her knowledge and skills through ongoing training, liaising with other childminders and researching information online. This helps to ensure children continue to benefit from good standards of care and learning. The childminder takes children to playgroups to further support their social skills and interactions with a wider group of peers. Planned singing activities at these groups provide children with opportunities to develop their sitting, listening and communication skills.

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

- The childminder works closely with parents and other providers, sharing information to promote continuity of care and learning for each child. Parents express their confidence in the childminder and confirm how the childminder has supported their children's learning. Older school-age children offer their own praise for the childminder, confirming how they enjoy attending and like to play with their friends.
- When children encounter problems in their play, they are confident enough to ask the childminder for assistance. However, the childminder does not effectively use these opportunities to encourage children to find their own solutions to problems. For example, when children state that they are unable to get the play dough out of the pot, the childminder advises them how to do this. She does not encourage them to think about how they could do this for themselves.
- Children have access to a wide range of resources. The childminder adapts the learning environment according to the age range of the children she is caring for. This then ensures their needs are met and their safety is maintained.
- As the childminder engages in children's play, she talks to them about what they are doing. She encourages two-way conversations by listening, responding and

asking some simple questions. However, the childminder does not consistently repeat any unclear words children use or use the correct pronunciation for words. For example, the childminder refers to a dog as a 'doggie', which children then begin to use in conversations with the childminder.

- Children regularly access the childminder's garden when it is safe to do so. They develop their physical skills and coordination as they access ride-on toys, balls and goal posts. The childminder takes children on trips to the park and woods, providing further opportunities to develop children's physical abilities. For example, children learn to balance on fallen trees, and they learn to develop confidence as they climb large-scale equipment at the park.
- Children have free access to a wide range of books. Regular story-time sessions help children to develop their interest in and love of books.
- Children's awareness of oral health is promoted through books and their access to resources. This provokes discussions about the importance of maintaining healthy teeth through what they eat and the importance of tooth brushing. The childminder shares information with parents about online safety and talks to children about how they can stay safe when using technology.
- Children are supported to learn about caring for living things. They benefit from planting and growing a range of fruit and vegetables with the childminder. They help to feed the childminder's rabbit and fish. When children come into contact with the childminder's dog, this is always under her supervision to ensure everyone's safety.

Safeguarding

The arrangements for safeguarding are effective.

There is not 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:

- support children to consider and find their own solutions to problems they encounter in their play
- consider how to consistently model to children the correct pronunciation of words.

Setting details

Unique reference number	EY390038
Local authority	Doncaster
Inspection number	10311814
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 April 2018

Information about this early years setting

The childminder registered in 2009 and lives in Cantley, Doncaster. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and older school-age children shared their views with the inspector during the inspection.

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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