

Childminder report

Inspection date: 24 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the inviting and homely setting that the childminder creates. They have secure attachments with the warm, kind and nurturing childminder. They enjoy their time in the setting and regularly seek the childminder out for comfort and to join in with their play. Children have access to a wide range of toys and equipment to choose from. The childminder has created a photograph catalogue of resources to help children to know what is available and give them options. Children develop positive attitudes towards learning and direct their own play. They are confident and independent individuals who play cooperatively together. Children are well behaved and share resources well. For instance, children take turns to roll a ball back and forth to each other. The childminder has high expectations for all children's behaviour. She is a good role model and teaches children right from wrong from an early age. She demonstrates kindness and helps children to talk about their feelings and emotions. Older children enjoy stories about being kind and helpful. The childminder has introduced different strategies to help older children to share their worries and concerns.

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

- The childminder knows the children in her care extremely well and what makes them unique. She spends time settling new children in to her setting and builds strong relationships with children and their families. She gathers a range of information from parents, including contributions about what their children can already do.
- The childminder plans a broad and exciting curriculum, which helps children to develop across all areas of learning. She incorporates children's interests into the activities that she provides, while making sure that their learning is paramount. Although teaching is good overall, some activities are not stimulating enough to fully engage younger children and promote their learning to an even higher level.
- The childminder interacts positively with children and joins in with their play. Children explore various balls, containers and scoops. The childminder demonstrates how to use the different scoops and grabbers and children copy her. She gives children plenty of praise as they successfully pick up pom-poms and balls. Children persist at the activity for a long period of time. They are engaged and eager as they develop their small-muscle skills through scooping, pouring, filling and emptying containers.
- Children are independent and meet their own health and self-care needs. They wipe their noses and wash their hands afterwards. The childminder promotes positive hygiene practices. For example, children learn about the importance of good oral health. They brush their teeth in the setting and do various activities to support their understanding.

- The childminder plans a wide range of experiences to help children to learn about the world around them and people who are different. Children enjoy regular outings and meet new people in the local community. They visit the shops, library and play centre, and enjoy learning about different festivals and celebrations.
- The childminder works well with other settings that children attend to provide continuity in their care and education. She uses the topics that children are learning at nursery and school to inform the activities that she plans. For instance, the childminder plans activities based around the book 'The Three Little Pigs' to enhance what older children have been learning at nursery.
- Partnerships with parents are strong. The childminder frequently shares information with parents about their children's day and what they have been learning. She has introduced a number of strategies to involve parents in the setting and to support children's learning at home. For instance, children enjoy borrowing stories to read at home. They delight in taking 'Travelling Ted' home and sharing what they have done with their friends in the setting.
- The childminder is knowledgeable and experienced. She continually reflects on her setting to provide the best opportunities for children. She attends regular training to help her to keep up to date with any changes. The childminder researches activity ideas online to keep children engaged and interested.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective strategies in place to keep children safe. She regularly risk assesses her environment and minimises any potential hazards. She teaches children about being safe in her home and on outings. The childminder keeps her safeguarding knowledge up to date and is aware of wider child protection issues. She knows what signs and symptoms might indicate a child is at risk of abuse or neglect. The childminder understands the correct procedures to follow and who to contact should she have any concerns about a child's safety or welfare.

What does the setting need to do to improve?

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

- provide even more stimulating activities that help fully engage younger children and promote their learning even further.

Setting details

Unique reference number	EY404874
Local authority	Doncaster
Inspection number	10117487
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 2010 and lives in Conisbrough, on the outskirts of Doncaster. She operates all year round from 8am until 6pm, Monday to Thursday, excluding bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Clare Cotton

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held a number of discussions with the childminder throughout the inspection. She looked at a sample of documentation, including the evidence of the suitability of persons living in the household.
- Two evaluated activities were carried out by the inspector and the childminder.
- The inspector spoke to and interacted with children during the inspection.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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