

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

Children build positive bonds with the childminder. They seek him out for comfort and reassurance. He helps them to sit and concentrate by sitting alongside them. He is kind and caring. The childminder is a good role model. He role models sharing and taking turns. He helps children to understand boundaries and what is expected of their behaviour. He recognises the importance of helping children to be able to regulate their own emotions.

The childminder plans learning that helps children to be ready for school. He helps children to learn to take care of their own personal hygiene. He works with parents around toilet training so that they are being consistent and all doing the same thing. He helps children to develop the vocabulary that they need to be able to communicate their needs. The childminder helps children to learn about keeping themselves safe. Children take part in practice fire evacuations. They learn about road safety as they walk to school. Children develop independence, ready for when they start school.

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

- The childminder has a good understanding of child development and how young children learn. He understands that children need repetition and modelling. He ensures that he offers this. He has high expectations of all children. He carefully monitors children's progress so that he knows that all children make good progress from their starting points.
- The childminder shows children how to use knives safely to cut bananas. He says, 'well done; you have cut it into segments.' During snack, he compares colours of cups and clothes, helping children to make comparisons. Snack time is used as an opportunity to learn new knowledge and skills.
- The childminder introduces mathematical concepts. He counts with children and tells them the names of a range of shapes. Children make comparisons between big and small, heavy and light, and full and empty. They make good progress in their mathematical development.
- The childminder understands the importance of developing children's communication and language skills. He plays alongside children, as they get out their favourite toy dinosaurs. He names the dinosaurs and children listen, soaking in the words. However, very occasionally, children's misconceptions or incorrect use of words is not challenged by the childminder so that he can model the correct pronunciation or words.
- The childminder supports children to regulate their emotions and behaviour. He steps in when children forget to share or occasionally take toys from their friends. He reminds them to share and to be kind so that children learn what is right and what is wrong.

- The childminder uses what he knows about children's emerging interests to keep them engaged in their learning. Children enjoy filling and emptying bags. The childminder provides different objects and containers for them to fill, sort and empty. He uses this as an opportunity to introduce maths, language and physical play.
- Occasionally, during adult-led learning, the childminder plans learning that introduces too much at once. Some children find this too much to take in and quickly become disengaged in what they are supposed to be learning.
- The childminder knows children well. This helps him to identify and support children when they might need extra help with their learning and development. He ensures that children receive support from the right agencies, when they need it. This ensures that all children make the best possible progress from their starting points.
- The childminder is confident and effective in his evaluation of his practice and that of the other adults he works with. This helps him to identify training and development opportunities and make long lasting improvements.
- Parents say that they are supported to continue their child's learning at home. Effective communication with parents about what their children are learning supports this. The positive partnership with parents helps children to continue to develop their skills at home.

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 children's misconceptions to further develop children's understanding and vocabulary
- consider how the childminder can more precisely plan what he wants children to learn during adult-led learning that is based on what he knows about children.

Setting details

Unique reference number	EY405770
Local authority	Doncaster
Inspection number	10364120
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	13
Date of previous inspection	25 January 2019

Information about this early years setting

The childminder registered in 2010. He operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with his wife, 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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