

Childminder report

Inspection date: 1 April 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 are calm and comfortable with the childminder and any assistants she works with. They form strong bonds with the childminder. Children are happy to explore the indoor and outdoor areas with confidence. The childminder tailors the settling-in process to each individual child, dependent on their needs. This helps children to feel safe and secure in her care.

The curriculum is carefully planned, and the childminder places a particular focus on children's mathematical knowledge. The childminder models language, such as 'more' and 'too big', during children's play. She asks children open-ended questions to allow children to think for themselves and find solutions. For example, the childminder encourages children to problem-solve together when creating a cave for a bear to fit inside. This gives children the confidence to be independent in their own learning.

There is also a strong focus in the setting on children developing their independence skills. The childminder encourages children to put on their own shoes before going outside. Children pour their own drinks during snack time. They wipe their own faces and then check in the mirror that they are clean. Children take responsibility for the resources they are using and tidy them away alongside the childminder.

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

- The childminder has a well-planned curriculum that helps children to make good progress. She understands what to expect children to know and be able to do before they start school. The childminder has a clear vision of how to support children's independence and confidence ready for the next stage in their education.
- The childminder regularly reviews and evaluates her routine to ensure that children benefit from the activities she provides. She adapts daily routines to increase children's concentration and engagement levels during activities. However, the childminder does not access any additional non-mandatory training to further develop the evaluation of her practice and increase the quality of children's learning.
- The childminder has strong relationships with parents and carers. Parents report that they are kept up to date and their children develop well and increase their confidence in the setting. They comment that children's speech and vocabulary have increased since attending. Parents say the childminder has a high standard of communication with them. Parents feel highly involved in their child's learning.
- Children explore the natural world in the childminder's garden. They know to take waste food to a compost bin and can discuss what happens and why.

Children understand that the compost is then used in their own vegetable patch, where they grow a variety of fruits and vegetables. The childminder links children's indoor learning to their outdoor play. For instance, she encourages children to search in the garden for birds in the trees.

- The childminder focuses largely on children's communication. For example, children listen to sounds and use picture cards to label what they can hear. The childminder repeats words back to children so that they can hear words formed correctly. However, the childminder does not consistently involve other professionals to support children with speech and language delays further, which would help provide them with additional support.
- The childminder carefully plans activities so children build on the skills they will need to go to school. For example, she encourages children to use small cutting utensils while exploring play dough. The childminder models how to use these by rolling, pressing and cutting, which children then copy. This helps to build on children's fine motor skills and hand muscles in preparation for writing.
- Children show high levels of engagement. They concentrate for long periods of time as the childminder plans activities that children will be interested in. Children are confident when exploring the space. They share resources without prompting and take responsibility for tidying toys away. The childminder has high expectations for children's behaviour.

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:

- build on the current arrangements for professional development to further develop skills and knowledge
- establish relationships with other professionals to be able to support children's communication and language further.

Setting details

Unique reference number	EY410429
Local authority	Doncaster
Inspection number	10380823
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 11
Total number of places	12
Number of children on roll	15
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Balby, Doncaster. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. She and her assistant hold appropriate qualifications at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector
Abby Clarkson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- Parents shared their views of the childminder with the inspector.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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