

Childminder report

Inspection date: 16 March 2022

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 greeted warmly by the nurturing childminder. They are eager to meet their friends as they put away their bags and shoes. It is evident that the children have a place and belong in the setting. For example, as they enter, they have a named space for their shoes, their pictures are displayed around the room and they have their own named personal care basket. This helps children to feel safe and secure in the childminder's care.

The children play wonderfully with each other. They are learning to take turns and share their toys. When they forget, the childminder gently reminds them. Children say 'please' and 'thank you' as they play. The childminder always models good manners, which reflects in children's good behaviour.

Children are learning about the natural world around them. For example, when painting fresh flowers, children talk about painting the stem and the petals. They count how many petals the flowers have and comment on the lovely smell. Children laugh as they describe carrying a giant branch through the woods and how it would not fit in the car to bring home as it was too big.

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

- The childminder successfully uses children's interests and needs to plan stimulating activities that challenge children's learning. She ensures that children remember what she has taught them by repeating and recalling the elements of learning. For example, the childminder provides a range of activities to enable children to learn about length and measurement, such as measuring the length of flower stems, rolling dough to the same length as the stems and demonstrating with their arms the length of the sticks they collected in the woods. As a result, children are making good progress in developing these skills.
- The childminder encourages children to develop their language and communication skills. She uses clear short sentences to ensure that children understand what she is saying. Children happily choose their favourite stories to read. The childminder gives children time to think and respond to questions. For example, when asking children what they enjoy playing in the garden, she directs them to look around and think. Children respond by saying 'the sandpit in the box'. They describe the hidden sandpit and point to where it is. As a result, children are making good progress in their language and communication skills.
- The childminder introduces mathematics into children's play activities. For example, children count how many wooden blocks they use to make a tower. They compare size by stating if their tower is 'taller' or 'smaller' than their friends' towers. They count the petals on the flowers and make large, medium and small balls of dough. Children are starting to use mathematical language

independently.

- The childminder clearly promotes children's physical development and health. The outdoor area offers plenty of opportunities for children to test and challenge their physical skills. They make regular trips to the woods to run and explore. Children enjoy climbing and ask for assistance when needed. The childminder helps children to learn about oral hygiene and healthy eating. Children demonstrate how they brush their teeth. Children are learning to be healthy.
- Partnership with parents is good. The childminder communicates daily with parents to ensure that they feel up to date with their child's care and daily activities. However, the childminder has not yet decided how she will share information about their child's developmental progress, which she completes every term. As a result, parents do not have an overview of their child's learning and development.
- The childminder extends her knowledge and skills by regularly attending a variety of training courses. She evaluates what she has learned and adapts her practice if she feels it will improve the outcomes for children. She happily seeks support and guidance from external agencies to improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of the signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has a child protection concern. The childminder completes many safeguarding training courses to ensure that her knowledge and understanding are effective in keeping children safe. She completes daily risk assessments on her property to ensure that children are safe and secure. Additional security equipment has been installed at the property to ensure that only those given access to the setting can enter. The childminder maintains her first-aid certificate so that she can support children in the event of an accident.

What does the setting need to do to improve?

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

- consider ways to share children's termly progress in their learning and development with parents.

Setting details

Unique reference number	EY450511
Local authority	Doncaster
Inspection number	10218652
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 2012 and lives in Doncaster. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the childminder.
- Children spoke to the inspector about their experiences in the setting.
- Comments from parents and carers were taken account of by the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including evidence of suitability and training.

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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