

Childminder report

Inspection date: 11 September 2023

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 settled and happy in this setting. The childminder is calm and open. She sits among children and encourages them to join in with songs and rhyme to develop their language skills. The childminder enjoys the company of children. Her interactions are sensitive, joyful and stimulating. As a consequence, children feel happy, confident and valued. Young children sit on the childminder's lap as she reads the story of 'Dear Zoo'. The childminder reads playfully and asks questions. Children delight in the experience. The childminder invites very young children to turn pages, point at animals and practise using language by copying sounds and words.

The childminder models good behaviour as she explores activities with children. Children enjoy her company and invite her into their play. For example, they offer her sunglasses to dress up in. Children enjoy singing, bouncing and dancing. They take turns and pass resources to the childminder, who responds with smiles and kindness to their emerging language and sounds. As a result, children feel secure and are confident to have a go and experiment. Children make good progress.

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

- The childminder identifies children's starting points in development during settling-in visits and daily conversations with parents, and through encouraging parents to share information about their children. She makes plans for children's learning and monitors their progress.
- The childminder develops a curriculum that focuses on building children's independence and getting them ready for school. She knows children well and provides stimulating resources and activities that they enjoy.
- The childminder differentiates the curriculum to meet the developmental age and needs of each child. She tunes into babies' language and interprets their emerging sounds, repeating key words with affection. However, on some occasions, the childminder uses shortened words, such as 'ta' instead of 'thank you', rather than pronouncing the correct word to promote children's language and develop their vocabulary further.
- The childminder is playful and engaged with children. She has a clear routine for the day so that children know what to expect. Children spend time each day outside in the garden and in nearby parks. The childminder visits local pre-schools most days, where she networks with other childminders. She has developed strong links with the local school through daily visits that support children's transitions.
- Parents speak highly of the childminder. They say that their children always want to come and do not want to leave at the end of the day. Parents say that the childminder takes good care of their children. They comment that their

children are making good progress.

- The childminder prides herself on having a small and homely setting. She places a great importance on understanding children's emotions and building connections. The childminder sings affectionately as she rocks children to sleep in the pushchair. Children are monitored very closely while they are sleep.
- The childminder shares information with parents in daily conversations and thorough an app. She regularly shares photos with parents so that they know what experiences their children are enjoying. The childminder is well organised. She chooses to keep a scrapbook of photos for each child so that she can record children's achievements and progress and make a keepsake for parents.
- The setting is well resourced, clean and spacious. The childminder offers healthy snacks and meals with lots of fresh fruit. Children sit together at the table to eat and the childminder recognises the importance of good dental hygiene.
- The childminder's vision is to understand more about how children learn and to keep up to date with developments in the early years. However, the childminder has not evaluated her practice and considered current research. She has identified areas of interest, but has not yet implemented a plan of continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the types of abuse and recognises possible signs and symptoms of abuse. She knows how to make a referral and how to get more guidance. The childminder makes sure that she receives regular updates about local safeguarding procedures and keeps an accurate record of contact numbers in her policy. She keeps comprehensive records of any medication administered, accidents and existing injuries.

What does the setting need to do to improve?

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

- use correctly pronounced words when speaking to children so that they can develop their language skills further
- continue to evaluate practice and identify areas of professional development to support and further enhance practice.

Setting details

Unique reference number	EY457904
Local authority	Doncaster
Inspection number	10304937
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2013 and lives in Doncaster. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is in receipt of funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Brooks

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 childminder.
- The childminder showed the inspector around the areas used for childminding and explained how the early years setting is organised.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents through telephone conversations.
- The inspector observed play and interactions between the childminder and children.

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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