

# Childminder report

<b>Inspection date</b>	17 June 2019
Previous inspection date	21 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder ensures children feel emotionally secure. She talks to older children about their move to school, for example discussing classroom routines. Younger children attend 'settle' sessions. This helps all children become familiar with their surroundings and the structure of the day.
- The arrangements for monitoring children's progress are effective. The childminder and her assistant make accurate assessments of children's development. They plan fun activities that help to meet children's learning needs.
- The childminder has made positive links with other professionals. She shares relevant information about children's progress to ensure continuity in their development.
- Children learn to investigate and explore science activities. Older children discover they can mould porridge oats into a ball when they add water. Younger children enjoy scooping up dry oats. They watch with interest and curiosity as they tip them from their spoon.
- Children have strong opportunities to be active and explore the outdoors. For example, they visit the zoo, aquarium and take trips to the seaside with the childminder. This helps to support their physical well-being.
- The childminder and her assistant reflect well on their practice. They use their system for self-evaluation effectively to make good improvements to benefit children. For instance, children learn how to sew and thread.
- Occasionally, older children's mathematical activities lack challenge. The childminder misses some opportunities to encourage children to solve mathematical problems and develop their understanding of three-dimensional shapes.
- Opportunities to support children's progress at home are not always consistent. Activities do not always build on children's next steps in learning as well as they could, in order to support children's development further.

## What the setting needs to do to improve further

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

- provide further challenges for older children to extend their understanding of mathematical concepts even more
- tailor activities more precisely between home and the provision to help build on what children already know and can do.

### Inspection activities

- The inspector held a joint observation with the childminder.
- The inspector looked at various documentation, including safeguarding policies, training certificates and children's assessment records.
- The inspector spoke to the children, the childminder's assistant and the childminder at appropriate times during the day.
- The inspector read written statements from parents to establish their views of the provision.
- The inspector observed a variety of activities and the interactions between the childminder, children and her assistant.

#### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a strong understanding of child protection procedures and know how to make a referral should a child be at risk. The childminder carries out frequent supervision meetings with her assistant to identify training needs to enhance her already good teaching practice. The childminder and her assistant ensure their professional development is up to date and used effectively to support children's development. For example, they have extended their collection of everyday objects to stimulate children's senses further. The childminder and her assistant have a good understanding of how children learn and develop. They use their knowledge well to ensure they provide children with a broad range of experiences that help them to make rapid progress.

### Quality of teaching, learning and assessment is good

The childminder and her assistant have a good understanding of children's interests. They plan stimulating activities and differentiate them well to meet children's individual needs. For example, all children enjoy making a train collage. Younger children glue shapes onto paper and learn to recognise a variety of colours. Older children write recognisable letters on their carriages. All children enjoy making train tracks with chalk outside, supporting their early writing skills well. They enjoy building wooden train tracks and listening to their favourite train stories. In addition, children take frequent trips on a real train with the childminder to help consolidate their learning effectively. The childminder and her assistant make detailed observations of children's progress and use these well to support their assessment process.

### Personal development, behaviour and welfare are good

Children behave well. Older children show care and consideration for the younger ones, such as providing them with drinks and sharing resources. All children develop a secure understanding of rules, such as tidying away toys when they have finished playing. Children are encouraged to be independent learners. For example, they confidently prepare their own snack and demonstrate good self-care skills. Children learn about different types of fruit, such as cherries, pineapples, grapes and nectarines. They feel the texture of fruit stones and discuss their experiences of strawberry picking, helping them to learn about the world around them. The childminder supports children's understanding of different occupations. For instance, children pretend to be doctors and nurses. They enjoy placing bandages on their friends and pretending to take the childminder's temperature.

### Outcomes for children are good

Children are confident and inquisitive learners who have made good progress from their starting points. Younger children join in with their favourite rhymes and older children have acquired a good repertoire of songs, supporting children's creative development well. Children gain a wide range of skills that help prepare them for their next stage of learning and for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY266576
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062228
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	21 March 2016

The childminder registered in 2003. She lives in Callington, Cornwall. The childminder provides care Monday to Friday from 7.45am to 5pm, all year round. The childminder offers free early education funding for children aged two, three and four years. She employs her daughter as her assistant. Both the childminder and her assistant hold a level 3 qualification in childcare.

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Piccadilly Gate  
Store Street  
Manchester  
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