

Childminder report

Inspection date	28 June 2019
Previous inspection date	26 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 uses good self-evaluation to identify areas to develop. This has helped her improve ways to boost children's confidence and self-esteem effectively. For example, she has created a 'working wall' where children contribute their ideas towards a project.
- Children's behaviour is good. Older children support their younger peers, and they all play well together. Children are friendly and kind to each other.
- The childminder keeps her professional knowledge up to date. She researches stimulating ideas to enhance children's development. For instance, she has made a play area with soft materials to extend children's physical skills.
- Children progress well towards the early learning outcomes. They explore, investigate and enjoy achieving new skills to help learn more about the world around them.
- The childminder develops children's early reading skills effectively. For example, younger children show a keen interest in books. Older children join in well, for example identifying rhyming words in stories.
- Occasionally, the childminder informs children of the answers to her questions. She does not consistently enable them to think and problem-solve for themselves.
- At times, older children do not have consistent opportunities to extend their self-care skills further. For instance, they do not use age-appropriate cutlery to feed themselves and drink from cups with lids.

What the setting needs to do to improve further

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

- strengthen opportunities for children to answer questions to help develop their thinking and problem-solving skills even more
- provide children with consistent opportunities and appropriate resources to develop their self-care skills further.

Inspection activities

- The inspector held a joint observation with the childminder.
- The inspector spoke to children, parents and grandparents to gain their thoughts on the provision.
- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector observed the quality of interactions between the childminder, assistants and the children.
- The inspector looked at relevant documents, such as staff suitability, policies and procedures and training certificates.

Inspector

Joanne Steward

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility in protecting children from harm. She is aware of whom to contact should she have concerns about children's safety. She ensures her co-childminder and assistants keep their child protection knowledge up to date. For example, they attend appraisals and training and discuss their understanding of safeguarding procedures. The childminder provides a consistent approach to children's development. For example, she communicates with local schools before children start to help with their transition.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the learning and development requirements. She monitors children's progress well and supports and challenges children's development consistently. The childminder, co-childminder and assistants plan stimulating activities that keep children positively engaged. For example, all children enjoy making pizza. Older children use good physical skills to make the dough. They carefully spoon and spread chopped tomatoes onto the pizza base. Younger children build on their dexterity, for example when sprinkling on red onion, tuna and grated cheese to make their pizza. The childminder has built good relationships with parents. She keeps them informed about their children's progress alongside her assessment system. She provides parents with information to help support their children's learning at home. For example, she shares links to websites that provide ideas for activities to encourage children's development.

Personal development, behaviour and welfare are good

Children have good opportunities to learn about the wider world. For example, when visitors attend they help children understand different languages, such as German. The childminder supports children's good health well. Children grow and harvest vegetables, such as potatoes, and eat them for lunch. Children have frequent opportunities to play outdoors. They enjoy plenty of fresh air and exercise to support their physical well-being. The childminder has developed close relationships with children. She knows them well and recognises and attends to, their care needs attentively.

Outcomes for children are good

Children are highly motivated and show an enthusiastic approach to learning. They gain a good range of skills and abilities. For example, younger children have a strong exploratory impulse and develop good attention skills. Older children listen well and concentrate, for instance during circle and story times. Children are happy and confident and prepared well for their next stage of learning, in readiness for school.

Setting details

Unique reference number	EY335163
Local authority	Cornwall
Inspection number	10070159
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	12
Number of children on roll	26
Date of previous inspection	26 May 2015

The childminder registered in 2006 and operates in her co-childminder's house in Penzance, Cornwall. She provides care Monday to Thursday from 8am until 5pm, and on Fridays from 8am until 4.30pm, for 45 weeks per year. The childminder receives free early education funding for children aged two, three and four years. The childminder works alongside a co-childminder and two assistants, all of whom hold a childcare qualification.

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