

# Childminder report

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Inspection date: 16 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a well-planned curriculum. She makes good use of methods that help her to assess children's progress and plan what they need to learn next. Children make good progress and benefit from a range of meaningful experiences that they enjoy across each of the seven areas of learning. For example, children delight as they read familiar stories, which helps them to understand that words have meaning.

Children demonstrate a secure relationship with the childminder. They are confident and happy as they play. For instance, they enjoy searching for clothing as they joyfully dress their baby dolls. They use a wide range of vocabulary as they describe the gloves and hats needed to help keep warm on a cold day. The childminder models language to help children develop their speaking and listening skills.

The childminder creates a warm and inviting home-from-home environment for children. The areas used by children are well organised to promote children's growing independence. For example, they self-select toys and resources and help to set the table at mealtimes. As a result, children feel secure and willingly help to tidy up and take care of their toys, demonstrating good levels of social and emotional development.

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

- The childminder plans activities for children based upon their interests. She adds challenge to help to extend children's learning beyond what they already know. For example, she asks questions as children engage in role-play activities, to help them to explore mathematical concepts, such as quantity and making comparisons with objects. This helps them to prepare for the next stage in their learning.
- Children listen attentively and enjoy activities, including singing and finding their own name. The childminder reads to the children and names letters that they know. However, opportunities are missed to draw attention to the similarities in sounds at the beginning of words and emphasise them to help children to develop their good language and communication even further.
- The childminder has high expectations of children's behaviour. She makes good use of daily activities which help children to become familiar with routines and expectations. For example, morning routines help children to recognise feelings and emotions. As a result, children are able to confidently express themselves and hold thoughtful conversations with adults. This helps children to feel safe and secure with the childminder.
- Children benefit from healthy meals and snacks. Parents are supportive of the

childminder's healthy eating approach and provide nutritious home-cooked meals for their children. The childminder provides healthy snacks, such as breadsticks and fresh fruit, and children benefit from enjoyable cooking activities which help them to make healthy choices.

- Children enjoy plenty of opportunities to be physically active. They enjoy playing in the garden and develop a love of nature. For example, children carefully observe birds and squirrels and they delight as they patiently point to spot a pheasant in the distance. The childminder makes good use of opportunities to help children stay safe, such as discussing why the garden gate is kept closed.
- Parents are happy with the care that the childminder offers. They comment that their children enjoy coming to the childminder. They appreciate the communication they receive regarding the activities that their children enjoy, such as reading stories and playing board games.
- The childminder records detailed information regarding children's daily routines and uses the information to ensure that children's personal care needs are well met. For example, she follows parents' routines at home to support children with potty training. She is considerate of children's needs at sleep time and ensures that routines are maintained, which helps to provide continuity for children.
- Overall, the childminder is thoughtful and considers ways in which she can improve her provision. For example, she maintains all mandatory training and identifies ways to source information that supports children's individual needs. The childminder has some links with other professionals and shares information with other settings children attend. However, she does not make the best use of this information to develop her teaching and further extend children's learning opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of child protection issues, including wider safeguarding concerns. She can identify the signs and symptoms which may indicate that a child is at risk of harm and knows who to contact if she has concerns about a child's safety and welfare. The childminder reflects upon training to implement procedures which help to keep children safe. For example, she has discussed procedures with children to help ensure they know what to do in the event of an emergency. The childminder makes good use of risk assessment, which helps her to minimise hazards, such as separating areas used by the family pet dog.

## What does the setting need to do to improve?

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

- enhance opportunities to further develop children's speaking and listening skills,

such as focusing more closely on sounds at the beginning of words

- develop ways to engage with other professionals and local providers to further extend opportunities for children's learning and development.

## Setting details

<b>Unique reference number</b>	EY483141
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062259
<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>	2 to 10
<b>Total number of places</b>	5
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	27 January 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Gooseham, near Bude, Cornwall. She operates all year round from 8am until 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Ellicott

### Inspection activities

- The inspector viewed the areas of the childminder's home used by children inside and outside.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of children.
- The inspector sampled parents' written feedback, which was made available at the time of the inspection.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector reviewed a range of documentation, including policies and procedures, certificates, and evidence of suitability checks carried out for the childminder and those who live in the household.

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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