

Childminder report

Inspection date: 12 February 2020

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder. They feel relaxed and comfortable in her care. They quickly settle to an activity of their choice, and become engrossed in their play. The childminder places a high priority on getting to know individual children's needs, routines and interests. This helps them to feel safe and secure. She gains a good understanding of children's learning needs when they first start with her, through the information she gathers from parents. This helps her to provide a broad range of enjoyable and exciting play opportunities that help children to take the next steps in their learning and make good progress.

Children learn to keep themselves safe and healthy, due to routines they follow and discussions they have with the childminder. For example, as they use the play kitchen, they talk about the foods that are good for them. They are keen to explore and use their imaginations, such as when using a wide range of paintbrushes, stampers and their hands to create shapes and patterns with the paints. The childminder talks to the children about the colours they use and how they mix together to make new colours. Children demonstrate how they remember techniques the childminder has taught them, such as pressing down on the back of their hand to make a successful print of their hand.

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

- The childminder has been proactive in increasing her own knowledge and skills since her last inspection. She has completed all required training, including paediatric first aid, and has also further increased her understanding of how children learn and how she can support this. This means she is better able to support children's health should they sustain an injury or become unwell, and also helps to ensure that she provides good support for children's learning and development.
- Children are confident to communicate their feelings and ideas. They use a broad range of vocabulary with confidence. For example, as they use the coloured pencils to create their pictures, they talk in great detail about what they are drawing. The childminder is close by and listens well and responds to what children say. However, she sometimes misses opportunities to challenge children further or encourage them to solve problems through her discussions.
- Children learn positive routines that support their health and physical development. For example, as they use the play kitchen, they pretend to wash their hands before they start 'cooking'. This demonstrates how the routines that the childminder teaches children to follow, help them to become independent in supporting their own health. The childminder takes children to local parks and on walks in the community to increase their physical skills and fitness.
- The childminder provides a good range of activities that support children to

develop strength and control in their hands and fingers in readiness for using writing tools. For example, they skilfully mould the dough into balls, adjusting the pressure in their hands and fingers. The childminder provides opportunities for children to use pencils and pens to draw. However, she does not provide enough opportunities for children to write and make marks during their play, to help them to increase their literacy skills as much as possible.

- The childminder links well with parents when children first start with her. This helps her to gather detailed information about each child and family, to help ensure she responds to and respects their needs. The childminder talks to parents daily about the activities children have enjoyed. However, she does not always provide parents with detailed information about what children are learning and how they could further support this at home.
- Children behave well and understand boundaries and expectations. The childminder gently reminds children about how to behave and offers lots of praise and encouragement to reward them for sharing and taking turns. The childminder is quick to notice children's achievements. For example, she talks to them about how they have helped other children to learn new skills. This makes children feel proud and boosts their confidence and self-esteem.
- Children use mathematical language as they play, which demonstrates their increasing understanding of size and number. For example, they grade the balls they make with the dough according to their size.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her knowledge and understanding of child protection procedures are up to date. She completes training and reviews and adapts her own policies and procedures accordingly. This helps to ensure she can act promptly should she have a concern about a child's welfare, to keep children safe. She ensures her home is safe and secure for children to use. She helps children to learn about keeping safe, such as on local walks when she teaches children about road safety.

What does the setting need to do to improve?

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

- provide more opportunities for children to think and solve problems as they play, to help them make even greater progress
- increase opportunities for children to build on their early literacy skills as they play
- increase the information that is shared with parents, to enable them to continue to support children's learning at home.

Setting details

Unique reference number	102543
Local authority	Cornwall
Inspection number	10125370
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 May 2016

Information about this early years setting

The childminder registered in 1998 and lives in Wadebridge, Cornwall. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Samantha Powis

Inspection activities

- The inspector spoke to the childminder about how she plans activities to support children's needs, and the impact this has on children's development.
- The inspector spoke to parents to obtain their feedback.
- The inspector sampled documentation used by the childminder to support children's well-being and learning.
- The inspector observed children as they played and spoke to them about their activities.

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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