

# Childminder report

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Inspection date: 10 March 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children eagerly explore the play spaces in the childminder's welcoming home and garden. They search out laminated number cards in the garden, following directional clues given by the childminder. Once they have the numbers, they work together to put them in the right sequence from one to 10. Toddlers experiment with the toy cars. They put them on the pipes attached to the fence and watch as they slide down or fall off the end and splash into the bucket of water.

Indoors, children enjoy eating healthy snacks of grapes, melon and strawberries, with a special treat of hot chocolate with marshmallows. They use knives to cut up their fruit and tell the childminder that they have two halves or four quarters. Children communicate well and talk animatedly with each other and the childminder as they predict what might happen in stories. They use puppets to act out favourite fairy tales. Children show understanding of others' feelings as they suggest that maybe the wolf might feel sad when the woodcutter chases him and perhaps he would like to come to tea and make friends.

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

- The childminder has reviewed her resources and toys to make sure they are safe and accessible for the children. There are plenty of natural boxes with labels and photographs, so children can see what there is inside. Children make confident choices about what they want to play. Sometimes the childminder is so eager to engage the children in the planned learning experiences that she interrupts their self-chosen play to join in with the group activities.
- Children concentrate well as they decide how they will decorate boxes for their parents. They competently use the glue sticks and fingers to sprinkle glitter over the boxes. Children recognise different colours, such as yellow, pink and purple, as they tip the glitter shakers up. They show care and consideration for each other, asking for the stickers or glitter and using good manners to say 'please' and 'thank you'.
- The childminder helps the children learn about the wider world. They have weekly visits to the local care home where they join in with songs and morning snack. They talk with the residents and do craft activities with them. Children meet up with others at the toddler and childminding groups. They gain confidence and social skills in different situations. The childminder includes different celebrations and festivals in her activities, as well as children's home languages. Children discover their differences and similarities and what makes them unique.
- The childminder constantly reflects on the activities and experiences she provides for the children. She makes good use of opportunities to develop her professional practice and enhance her teaching skills. Recent training has

included learning signs that she can include with children to help them communicate more effectively. She evaluates her practice highly successfully. The childminder works closely with other childminders to observe each other's practice and support each other to plan exciting experiences for the children they care for.

- Children develop good self-care skills and resilience. The childminder encourages them to keep trying until they achieve manageable tasks. For example, when children come indoors, she helps them to take off their all-in-one waterproofs, offering praise when they manage this task themselves.
- The childminder provides chances for children to develop their early literacy and reading skills. For example, she helps them recognise their names by providing name cards for them to find and put on the fridge door to show they are here. Older children use pens and dry wipe boards to write their names. The childminder praises them as they sound out the letters and write them in the correct order.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has made improvements to the risk assessments for resources that children play with, to ensure any removable items such as batteries cannot be accessed by the children. She ensures that any incidents or accidents are accurately recorded, and parents informed, in line with policies and procedures. The childminder has a good knowledge of the signs and symptoms for child protection. She knows how and when to act to safeguard the welfare of children.

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

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

- allow children more time to play and learn at activities and in ways of their own choosing.

## Setting details

<b>Unique reference number</b>	102225
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10125360
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 November 2015

## Information about this early years setting

The childminder registered in 1998 and lives in Falmouth, Cornwall. She operates from 8am to 5.30pm Monday to Friday, all year round. The childminder receives nursery education funding for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Anita McKelvey

### Inspection activities

- The inspector carried out a learning walk with the childminder to find out how she organises her provision and the range of activities.
- The inspector took account of the views of parents spoken to on the day and through written feedback left by parents.
- Observations were made of the quality of teaching and learning, indoors and outdoors.
- The inspector talked with the children and the childminder at appropriate times during the inspection.
- The inspector sampled paperwork, including accidents, incidents and safeguarding documents, and policies and procedures.

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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