

Childminder report

Inspection date: 28 July 2021

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children are not sufficiently safeguarded. The childminder does not know how to recognise and report concerns regarding wider safeguarding matters. She also does not have a secure understanding of the procedures to follow in the event that an allegation is made against her. This puts children at risk.

Children appear happy and comfortable in the childminder's care. She gives them her full attention and makes them feel valued, which boosts children's self-esteem and pride. They confidently initiate conversations with the childminder and each other, share their ideas and have a positive attitude. Children learn to be polite, calm and respectful from the positive example set by the childminder. They use good manners and, with gentle reminders from the childminder, wait patiently for her to finish her conversations with other children before speaking.

The childminder has high expectations for children's learning and development. She has minimised the amount of equipment to help keep the setting clean during the COVID-19 (coronavirus) pandemic. Nonetheless, children benefit from a comfortable environment and a good range of toys and resources. Children receive effective support from the childminder to build on their next steps and make good progress in their learning.

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

- Despite completing safeguarding training, the childminder does not have a secure knowledge of the procedures to keep children safe. She is not able to identify signs that children may be vulnerable to wider safeguarding matters and does not know how to report these concerns. The childminder does not understand how to manage allegations against adults, including how to report them to the appropriate authorities. This means she is unable to keep children safe and protect them from potential harm.
- The warm and caring childminder knows the children very well and forms close relationships with them. Children excitedly call out to greet her from outside her house before they arrive at the front door, showing their enthusiasm to see her.
- The childminder has worked hard to address the weaknesses identified at the previous inspection. She plans a varied and stimulating curriculum using the children's interests to engage them in activities. For example, she realises children are fascinated with sewing so she plans it again for them, to help develop the strength, control and coordination in their hand movements. Children thoroughly enjoy this activity and concentrate on it for a long time.
- The childminder identifies when children may benefit from additional support. She works in close partnership with parents and other settings, including schools, to share important information and ensure children receive consistency

in their care and learning.

- Children learn about health and the importance of making healthy choices. For example, the childminder talks to them about eating the more nutritious items in their lunch boxes before any treats. She also encourages them to try different foods during fruit tasting activities. Children receive ample opportunity to play and be physically active in the fresh air.
- The childminder models a broad and rich vocabulary to extend children's communication skills. For example, she teaches them the words 'thimble' as they sew and 'boxing' as they discuss the Olympic Games. Children express themselves confidently and clearly, and knowledgeably explain the meaning of some complex words, such as 'instructions'.
- The childminder skilfully supports children's emotional well-being. Children become confident in their abilities and are eager to manage new tasks independently. When children ask the childminder for help, she encourages them to try for themselves first. For example, she tells children how to unscrew a lid on a jar and then shows them how to do it, but she replaces the lid after to give children the chance to give it a go. Children persevere until they succeed and they proudly celebrate their achievements, such as shouting 'I'm a big boy now!'.
- Partnerships with parents are strong. The childminder shares important information with them about their children's care, needs and experiences. She supports them to extend children's learning at home effectively. For example, she lends them games and activities, informs them how to build on their children's next steps and encourages them to share their children's achievements. Parents speak very highly of the childminder and comment on their positive relationships with her.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder does not have a robust enough understanding of the local safeguarding children partnership procedures. Children's safety and welfare are at risk because the childminder does not know what to do should there be an allegation made about an adult. Additionally, her knowledge of wider safeguarding matters is weak. She does not understand how to report concerns to the relevant agencies or how to recognise all signs that children may be at risk of abuse. The childminder assesses her home appropriately to minimise any hazards to children. For example, she stores smaller toys out of reach of babies and younger children that they may put in their mouths.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of how to recognise and report wider safeguarding matters	20/08/2021
improve understanding of how to manage allegations in line with the local safeguarding children partnership procedures.	20/08/2021

Setting details

Unique reference number	EY414027
Local authority	Cornwall
Inspection number	10109386
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2010. She lives in Illogan, Cornwall. The childminder offers care for children Monday to Friday, all year round. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder took the inspector on a tour of the setting during a learning walk to discuss how she plans and delivers the curriculum for children.
- The inspector spoke with parents and children and took their views into consideration.
- Discussions were held with the childminder to consider the childminder's knowledge, understanding and procedures.
- The inspector sampled a range of documentation.

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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