

Childminder report

Inspection date: 14 January 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for the children in her care. Children understand the routines of the day and know what to expect, which helps them to feel secure. The childminder is attentive to children's needs and responds quickly, such as when they need a snack or a rest.

Children behave well. The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children share toys and resources with each other when they play, which develops their social skills.

Children develop healthy lifestyles in the childminder's care. They benefit from daily walks to school and regular visits to local parks where they enjoy fresh air and exercise. The childminder involves children in growing produce, which supports their understanding of where food comes from.

Throughout the COVID-19 pandemic, the childminder has ensured that children have continued to access a wide variety of interesting activities. For example, she adapted her outdoor area to extend the range of experiences available and to support children's physical skills. This has helped children to continue to make good progress in their learning and development.

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

- The experienced childminder has a secure understanding of how children learn and develop. She uses her knowledge to plan activities that help children to build on their skills and move on in their learning. For example, children concentrate for long periods as they scoop and pour dried rice into a range of different containers. This supports their ability to use their fingers to grasp and manipulate small objects. They enjoy using their senses to explore and show great delight as they listen to the sound the rice makes when they sprinkle it into bowls.
- The childminder arranges her home and resources effectively to ensure that children can make choices about their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. The childminder encourages children to be independent and carry out small tasks for themselves. They eagerly use the dustpan and brush to keep the floor clean. They smile proudly as the childminder praises their efforts, which promotes their self-esteem.
- Partnerships with parents are good, and parents make positive comments about the care their children receive. The childminder gathers information from parents about children's routines and interests when children start to attend, and she

implements a settling-in process. However, she does not consistently adapt arrangements promptly when children find it harder to settle. As a result, some children do not have the confidence to explore the activities on offer from the beginning.

- The childminder knows how to support children in their speech and language development. She listens carefully as young children try out new words and repeats phrases to help them to begin to put words together.
- The childminder is reflective of her practice and continues to make improvements for the children she cares for. She keeps her knowledge and skills up to date through completing training and meeting with other childminders to share good practice. As a result, children benefit from fresh ideas and resources that inspire their learning.
- Children benefit from the strong links the childminder forms with other providers and local schools. For example, staff share information about planning and activities, which the childminder extends. This supports continuity in children's learning and they move on to their future education with confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of safeguarding matters. She is meticulous about keeping her child protection training up to date so that she knows about any changes in legislation. The childminder knows the signs that might lead to a concern about a child's welfare. She has a thorough understanding of local safeguarding procedures. The setting is safe and secure, and the childminder carries out daily safety checks. She encourages children to help to tidy away toys to minimise hazards to their health and safety. Parents comment that the childminder shares her policies and procedures with them and keeps them informed of any changes.

What does the setting need to do to improve?

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

- work even more closely with parents to ensure that all children settle into the setting as quickly as possible so that they are able to explore the activities on offer with confidence from the very start.

Setting details

Unique reference number	102473
Local authority	Cornwall
Inspection number	10125368
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	1 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 October 2015

Information about this early years setting

The childminder registered in 1989 and lives in Bodmin, Cornwall. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living on the premises.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.

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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