

# Childminder report

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Inspection date: 25 January 2022

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

### **The provision is good**

Children show they feel safe and secure in the childminder's homely and welcoming setting. The childminder quickly recognises when younger children are tired or hungry and adapts her routine to meet their needs. She has high expectations for every child in her care. The childminder supports younger children to understand boundaries in place for their safety. Older children play well together and show respect for craft models that their friends have made to keep them safe from breakage. All children behave very well.

The childminder is enthusiastic and engages with children in their play. She provides quality interactions and a good range of equipment. Her curriculum is good and supports children's learning effectively. Younger children explore resources confidently and use newly acquired skills. For example, they quickly learn how to stick plastic suction toys to the glass door and how to remove them. They show delight in their success and laugh when they hear the 'pop' sound as they pull the plastic suction toys off. The childminder praises children for their efforts. This helps them to recognise when they do well and to feel proud of themselves. The childminder observes and assesses children's progress effectively. She plans appropriate next steps which help children to develop well. She regularly updates parents about their children's progress.

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

- Since the last inspection, the childminder has attended further safeguarding training. As a result, she has improved her knowledge and understanding of appropriate procedures to follow and the specific roles and responsibilities of other agencies. She has revised and updated her policies. This supports her practice well.
- The childminder knows what she wants children to learn and how she will plan activities and use her daily routines to build on what children already know and can do. For example, she places a strong focus on developing young children's communication and language skills. As they play, she talks about what children and herself are doing. They enjoy looking at books together and talk about the pictures. Young children confidently demonstrate their understanding, as they find the toy sheep, 'match' it to the picture and excitedly say 'baaa'. The childminder repeats words and phrases and young children copy, with increasing success.
- The childminder demonstrates a genuine enjoyment of her work. She uses various sources of information and is keen to find out more. However, she is not sufficiently focused on targeting areas for improvement and planning professional development opportunities that will have the greatest impact on teaching and learning.

- Young children receive very good support to promote their independence skills. For example, the childminder plans fun games to develop children's skills to use a spoon to feed themselves. They happily play with small objects to develop their pincer grasp. The childminder gives them lots of encouragement and praise. At lunchtime, young children successfully use their spoon to eat their yoghurt. They are proud of their achievements and happily say 'all gone now'.
- The childminder uses children's interests to spontaneously provide learning experiences that engage and motivate children to take part and to have a go. For example, younger children are inquisitive to watch how she uses a screwdriver to remove the battery compartment's lid of a ride-on car. The childminder talks about what she is doing and why. She notices the children's interest to be involved. The childminder supports them to use a child-sized screwdriver to turn the screws and successfully remove the wheels from another toy car.
- Parents speak very positively about how the childminder helps them, in particular, during challenging times. School-aged children are assisted with schoolwork, and they are keen to share with the childminder what they are learning in their class. The childminder works with parents to ensure foods in their children's packed lunches that they bring are healthy and nutritious. Each child has their individual toothbrush at the setting, and children are supported to understand the importance of good oral hygiene. There are good partnerships with other settings, including nurseries and schools. Additional help is provided for children as and when required. This helps parents to continue their working patterns.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role in safeguarding children. She has completed a range of training. She is confident to recognise the possible signs and symptoms of abuse and/or neglect, including those relating to wider safeguarding issues. The childminder completes thorough risk assessments for her home and for outings. She follows good hygiene practices and appropriate cleaning regimes. The childminder has a wide range of well-organised policies and procedures in place, which support her practice.

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

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

- target areas for improvement and plan professional development opportunities that will have the greatest impact on teaching and learning.

## Setting details

<b>Unique reference number</b>	EY414027
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10205100
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	28 July 2021

## 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

Linda Williamson

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has had on children's learning.
- The inspector observed the quality of education and care being provided.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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