

Childminder report

Inspection date: 7 February 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

Children demonstrate that they feel safe and secure with the childminder and her co-childminder. They are free to explore and have access to an extensive amount of suitable resources which are easily accessible and capture their imagination. The childminders ensure that the house is maintained to a high standard, and they provide a welcoming, safe environment for the children. Children settle quickly and develop warm, trusting relationships with the childminders, who are attentive to their needs. Children are well behaved as the childminders give consistent messages about the expectations. They are taught to respect their environment and one another.

The childminders have two dogs, which have their own outside space. The children have access to a separate safe outdoor area as well as the large indoor space. The childminders have high expectations of all children, including those with special educational needs and/or disabilities (SEND). They have extensive experience of supporting children with SEND and they work in partnership with parents to ensure that children receive the additional support they need. This prepares children for the next stage in their learning. The childminders have made some changes as a result of the COVID-19 pandemic to help keep children safe. For example, parents drop off and collect their children at the door and at staggered times to reduce contact.

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

- The childminder supports child-led learning and offers a wide range of different toys and objects for them to choose from. Young babies delight in exploring the inside environment as they curiously discover what they can do with the things they find. Older children are taught about shape and size to support their early mathematical understanding.
- The childminder supports children's language development through the use of a range of books and stories to introduce new vocabulary. For example, when reading a book about bagpipes, the childminder ensures that the children know what they are and what they sound like. At times, the books and stories available to younger children do not hold their interest as well as they are not developmentally appropriate.
- Babies' routines are implemented well by the childminder. They are quickly settled to sleep and given plenty of time to rest. They are provided with balanced meals and their personal needs are attended to with respect. Older children are supported with toilet training.
- Children learn how to stay safe and healthy as the hygiene practices in the setting are of a very high standard. For instance, the childminder and her co-childminder check that children have washed their hands and always consider

choking hazards when feeding them. However, children are not given clear and consistent messages about screen time as the childminders frequently have the television on while children are playing.

- Children have opportunities to be physically active in the garden and on trips to the beach. The childminder teaches them about beach safety. Children also develop good levels of coordination and control as they have access to equipment that supports the development of their fine motor skills.
- The childminders offer very flexible sessional care for children based on the needs of their parents and their working schedules. They have a wealth of experience in looking after children, including those with SEND, and they offer good levels of support to cater for all needs. Parents are complimentary and they value the service the childminders provide. They are happy with the information they receive about their children's time at the setting. Parents are given opportunities to provide feedback, which the childminders use to improve their provision.
- The childminders support one another well in leading the setting. They ensure that parents have extensive information about the care they provide. They consider ways to improve on practice and have recently begun introducing more open-ended and natural resources that offer children opportunities to investigate and make up their own games.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date and she knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare. She is aware of the reporting procedures in the event of an allegation against a member of the household. The childminder has attended first-aid training and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- give careful consideration to the books and stories available for babies and young children to ensure that they are suitable for their language development and comprehension
- monitor the use of the television to ensure that messages for children include the healthy frequency of screen time.

Setting details

Unique reference number	EY229406
Local authority	Cornwall
Inspection number	10125514
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 September 2013

Information about this early years setting

The childminder registered in 2002 and lives in Threemilestone, on the outskirts of Truro, Cornwall. She works with her husband, who is also a registered childminder. The childminder operates all year round. She provides overnight care.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector went on a learning walk across all areas of the home and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The childminders discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents to gather their views.

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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