

Childminder report

Inspection date: 8 March 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 are happy, safe and secure in the childminder's home. They snuggle into her when they listen to stories or are feeling tired. Children behave well as they know what is expected of them. Older children are kind and respectful to younger children. For example, a three-year-old helps a toddler find three matching items for a posting game and holds them as the toddler posts them into the box.

Children make good progress as the childminder provides interesting and challenging activities. The childminder provides good support for the children as they learn. For example, she helps a toddler position shapes on to the correct holes so they can easily post them. Children develop good language skills as they readily join in with familiar rhymes and stories. The childminder comments on their play and extends their vocabulary. Children go on regular outings to beaches, parks and local woodlands. They learn about weighing and measuring, and how to keep themselves safe and to solve problems.

Children consistently have their needs met. This is because the childminder works hard to develop positive relationships with parents. They share children's achievements and work together on next steps, so children progress well.

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

- Children are very motivated to learn and concentrate extremely well. During stories, older children actively take part, offering words and known phrases. Babies and toddlers become engrossed too and listen well. Children use trial and error when completing tasks. The childminder sensitively offers suggestions to help them achieve their goals. For example, children persevere when placing different features on a toy. They continue until they succeed and show pleasure when they do.
- The childminder seeks information from parents when children first start with her. She uses this to establish children's starting points and understand their interests. She plans activities that motivate the children and ensure they make progress. For instance, some of the older children love digging. She plans trips to the beach so they can dig sand and create dams. Children learn about the world around them and develop measuring and science skills. They look at things that float and sink in the rock pools. However, the childminder does not always establish clear next steps for children and activities sometimes lack clear learning outcomes. This reduces children's ability to make the best possible progress.
- The childminder supports children well to understand how to keep themselves healthy. Children tidy away their toys after play and readily wash their hands before meals. They know to sit at the table to eat and enjoy healthy fruit and

cheese for snack. Older children independently prepare and peel their fruit. Children learn to safely manage risk under the childminder's watchful eye. At the park, they climb to the top of the slide, safely holding on to the rails. Children have lots of opportunity to run and climb when they are out on walks in the woodlands and parks.

- The childminder shows commitment to her provision. She works hard to maintain her professionalism. She regularly attends training to extend her knowledge and skills. The childminder is a member of several childminding forums. She uses these to help her gain good practice ideas.
- Older children learn the skills they need to be ready for school. They learn to put on and take off shoes and coats. They count and understand quantities. They begin to recognise letters and make marks. Children learn to take turns and consider others. For instance, older children help toddlers find stacking cups to build a tower. They wait for their turn to have a go at building it. Children learn about other cultures and festivals. For example, they made pancakes to celebrate Pancake Day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with all aspects of child protection. She can competently identify issues relating to children's welfare that may concern her. She knows how to protect children who may at risk from harm and the procedures to follow to safeguard them. The childminder carries out good risk assessments in her home and on outings and takes the necessary precautions to minimise risk. She supports children to understand danger and how to keep themselves safe.

What does the setting need to do to improve?

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

- clearly identify next steps for each child to ensure planned activities always support their learning outcomes.

Setting details

Unique reference number	102273
Local authority	Cornwall
Inspection number	10125362
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 February 2015

Information about this early years setting

The childminder registered in 1997 and lives in Penryn, Cornwall. She operates all year from 8am to 6pm, Monday to Thursday. She provides funded education for two-, three- and four-year-old children. The childminder holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided during a story-telling activity and assessed the impact that this was having on children's learning.

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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