

Childminder report

Inspection date:

11 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed and have strong bonds with the childminder. The childminder celebrates diversity and the uniqueness of each child. She encourages children to talk about their families and they discuss their similarities and differences with pride. Children show joy in their achievements. A child beams with delight as she shows the childminder her 'snow monster' which she has made using play dough and craft resources. The childminder offers children cuddles when they need reassurance. However, she does not always acknowledge children's feelings or encourage them to talk about them. This does not promote good self-esteem.

Children explore freely and make their own choices. They play outdoors in all weathers and enjoy plenty of fresh air. They are active and happily splash in puddles in the rain. Children learn about their community and visit local parks. Children are happy and enjoy their time with the childminder. However, she does not effectively plan or implement the curriculum to meet all children's individual learning needs. She does not consistently use her interactions to develop children's learning or extend their vocabulary. For example, children are encouraged to name shapes and colours that they already know which does not challenge them.

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

- The quality of teaching is not consistently good. Children make progress, but this is generally incidental. The childminder does not plan activities effectively to extend what children already know and can do. Sometimes, activities are not suitable for their age and stage of development. As a result, children do not always make good progress in all areas of learning.
- Overall, the childminder knows the children well. However, during group activities, children do not always receive the support they need. For example, during arts and craft and mark-making activities, younger children lose interest.
- The childminder repeats what children say which demonstrates that she has understood and values their ideas. However, she does not always use these opportunities to extend their vocabulary or model words correctly. For example, she refers to 'sockies' instead of socks.
- The childminder does not always challenge more-able children to ensure they make progress. For example, they are not encouraged to recognise more-complex shapes or count beyond what they already know.
- Children are happy and enjoy their time with the childminder. However, when disagreements occur or when children hurt themselves, they are not always encouraged to share their feelings. The childminder does not teach children to effectively manage their own feelings or understand that these have an impact on others.
- Children dance, enjoy action songs and singing which develops their physical

skills. However, when children do not wish to join in, they are not always offered another activity to keep them engaged.

- Children develop their fine-motor skills in several ways. They make marks with pencils, use their hands and tools to manipulate play dough and complete jigsaws. This helps develop muscles for early writing.
- Older children are generally independent. They put on their own boots and waterproofs and wash their own hands. Older children learn to write their own names. This helps to prepare them for school.
- The childminder does not share information with other early years providers where children attend other settings. Therefore, she misses opportunities to extend children's learning and meet their needs.
- Suitable nappy changing procedures are not in place. Nappy changing does not afford children's privacy and does not support good health and hygiene.
- Children are developing a love of reading. They make up their own stories using the pictures in books and join in with books which are read to them by the childminder.
- The childminder attends training to update her knowledge. However, she does not fully target these opportunities to enhance her knowledge and quality of teaching, to support children's learning to a higher level.
- Information is shared with parents. However, this relates to their day-to-day care and not their learning and development. The childminder does not work with parents to provide opportunities to extend learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms of abuse and how to report her concerns. She works with other professionals to keep children safe. The childminder understands the impact of domestic abuse and extreme views on children and how to identify children who might be at risk. Risk assessment procedures are in place. However, the childminder does not always consider the effectiveness of these assessments to keep children as safe as possible. The setting is clean and steps have been taken to prevent the spread of infection during the pandemic.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the quality of teaching to develop children's communication and language more effectively and to enable them to recognise and manage their feelings	22/06/2022
improve the curriculum and use of activities to provide children with greater challenge and to build on what they already know and can do	22/06/2022
ensure there are suitable, hygienic nappy changing facilities and used nappies are disposed of immediately	31/05/2022
share information with other early years providers that children attend to ensure children's needs are met and that they achieve the best possible outcomes	31/05/2022
improve knowledge and understanding of the early years foundation stage to ensure that improvements can be made to the curriculum and quality of teaching.	31/05/2022

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

- build on existing understanding of risk assessments to ensure risks to children's safety are minimised
- share further information with parents about their children's progress, next steps and ways they can develop learning at home.

Setting details

Unique reference number	2566129
Local authority	Cornwall
Inspection number	10237517
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Polyphant, Launceston. She operates from Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3. She provides occasional overnight care.

Information about this inspection

Inspector

Lisa Large

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 childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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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