

Childminder report

Inspection date: 12 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is warm, kind and caring and strives to provide a home-from-home environment. Children select their own resources confidently and show a can-do attitude when attempting tasks. For example, children practise their hand control as they spread glue and pick up stickers to decorate paper crowns. They also identify colours and shapes of the stickers confidently.

The childminder has very high expectations for children's behaviour. Children show this through their positive behaviour. They share toys and take turns well during play. For instance, children know to wait until it is their turn to have a look through a box of stickers. Children demonstrate excellent manners. For example, they say please and thank you. Children are respectful of their environment as they help to tidy toys away when they have finished playing with them.

During the COVID-19 pandemic, the childminder followed strict protocols. She changed some aspects of her practice and these remain in place, to avoid the spread of infection. Although parents now drop children off at the door, the childminder continues to share high-quality information about children's learning. This ensures a consistent approach in supporting children's development.

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

- The childminder provides an effective curriculum and has high expectations of children's learning, overall. She plans activities based on children's interests and the skills they already have. The childminder helps children to engage with a broad range of learning opportunities. However, at times, she does not focus precisely enough on what it is she wants individual children to learn from the activities.
- Children demonstrate positive attitudes to their learning and have a great deal of fun with the childminder. They giggle when the childminder helps to put their shoes on before outdoor play. Children develop good relationships with the childminder and other members of her family. They show that they feel safe and secure in the household.
- The childminder provides a good range of opportunities for children to develop their physical skills. For instance, children develop the skills of running and climbing as they play outdoors. They jump about excitedly, stretch and reach high to pop bubbles. Children make good progress in their physical development.
- Children's independence is promoted well. For example, younger children collect their own coats and shoes, while older children put them on independently. The childminder encourages children to develop independence in preparation for school. This helps children to be ready for the next step in their education.

- Children understand the importance of following a healthy lifestyle. The childminder encourages children to eat healthy food and they heartily tuck into home-made meals at lunchtime. They practise brushing their teeth on large pretend models, to help children learn about good oral hygiene.
- The childminder has built relationships with other settings that children attend, such as local pre-schools. However, the childminder has not fully considered how she can share information about children's learning with other settings that children attend, to ensure that there is an even greater level of continuity in their individual learning and development.
- Parents are very complimentary of the childminder. They value the care their children receive. Parents say that the childminder has 'an amazing rapport' with the children. The childminder shares updates of children's learning and development with parents regularly. This includes sharing information about any gaps in children's learning.
- The childminder demonstrates a strong commitment to her work. She is well organised and ensures her mandatory training remains up to date. The childminder uses online forums to gain additional advice and network with other childminders. She reviews her practice and identifies areas she wants to further strengthen. The childminder values the views and comments of parents and children, to help to identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows how to respond and who to contact should she have any concerns about a child in her care. The childminder checks the environment each day to ensure that it remains a safe place for children to play. Children are cared for in a safe and secure environment. The childminder teaches children how to keep themselves safe, so they learn about the importance of washing their hands to keep themselves healthy.

What does the setting need to do to improve?

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

- strengthen the delivery of the curriculum to fully focus on children's learning intentions and support them to make the best possible progress
- enhance opportunities to share information with other settings that children attend to provide greater continuity of children's care and learning.

Setting details

Unique reference number	EY367018
Local authority	Cornwall
Inspection number	10235172
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 February 2017

Information about this early years setting

The childminder registered in 2008 and lives in St Erme, near Truro, Cornwall. She provides care for children Tuesday to Friday, from 7.30am to 5.30pm, all year round. The childminder is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cornish

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 and the inspector took part in a learning walk.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of the childminder and other household members.
- Parents provided their views, which the inspector took account of.

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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