

Childminder report

Inspection date: 8 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Children love coming to this setting. Older children warmly greet the childminder and their friends as they arrive. They quickly become very engaged in their play, chatting happily together. Babies settle quickly as they sit snugly on the childminder's lap, exploring instruments. All children make good progress as the childminder has a clear and well-planned curriculum in place. She plans activities that follow children's interests. For example, older children recall what they have learned about the jubilee. They talk about Paddington Bear's visit with the Queen and develop their fine motor skills as they make marmalade sandwiches. Babies empty and fill containers to develop their hand to eye coordination.

Children behave well and show respect for the resources and the childminder. They feel safe as they know they will have their needs met by the caring childminder. They follow adult instructions and the routine well. Older children take their shoes off as they enter the house and place them safely on a shelf and they happily help tidy up before mealtimes. Babies remain calm and continue to play when the childminder is supporting the older children.

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

- Children develop a good awareness of healthy lifestyles. They explore the lovely, well-designed garden. Older children jump on a trampoline and climb up to a slide. They run about negotiating space successfully. Children grow herbs and vegetables in the garden. They know that these need water and sun to grow. The childminder prepares healthy snacks with the children. She talks to the children about why fruit and vegetables are good for their bodies. She encourages children to think about keeping their teeth healthy and has little tooth care passport books for them to take home and record their teeth brushing.
- Children develop a strong understanding of numbers through well-planned activities that follow their interests. For example, two-year-olds find numbered fish the childminder has buried in the sand. They confidently recognise numbers one and two. With expert help from the childminder they begin to recognise numbers three and four. Older children match corks and leaves to the number symbols one to 10 using tweezers to move the items. Children learn about shapes as they cut sandwiches into halves. They label shapes as they play with construction.
- Children develop good speech and language skills with the childminder. She skilfully models language and extends their vocabulary as children play. Babies learn nursery rhymes as the childminder sings with them and older children enjoy stories throughout the day. Children enjoy the variety of activities and resources planned for them. The childminder uses her knowledge of child

development to ensure all children are developmentally where they should be. However, activities do not always provide enough challenge for the children to develop their problem-solving and critical thinking skills. This means children can become distracted and lose concentration.

- Babies thrive here as their routine and needs are met very well. The childminder has lovely care routines in place to ensure this happens. She follows their routine from home to ensure all babies are secure and happy. For instance, babies happily cuddle into the childminder as they have their bottle.
- Partnerships with parents are very effective. Parents describe the childminder as a home-from-home as they know their children are really well cared for. The childminder keeps parents very informed about their children's progress and well-being. The childminder and parents work closely together to ensure the best outcomes for the children.
- The childminder is very experienced and constantly strives to improve her practice. She attends regular training and implements what she has learned to improve outcomes for the children. She recently attended training to support two-year-olds and altered her provision to improve their well-being. She networks closely with other childminders to share ideas and discuss policies and practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very robust knowledge of safeguarding. She attends regular training to ensure she is up to date with the latest information for keeping children safe from harm, including the 'Prevent' duty. She knows who to refer to should she have any concerns. She is a member of 'Quality Childminders in Cornwall' and uses this to ensure she is aware of the latest policies and procedures in safeguarding. She carries out daily risk assessments of her home and garden to ensure all areas are safe for children to access.

What does the setting need to do to improve?

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

- provide activities that give greater challenge to develop children's problem-solving and critical thinking skills.

Setting details

Unique reference number	102414
Local authority	Cornwall
Inspection number	10238821
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 1991. She lives in Saltash, Cornwall and offers care from 7am to 6pm, Monday to Friday, all year. She receives government early years funding for children aged two, three and four years. She has a relevant level 3 early years qualification.

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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