

Childminder report

Inspection date: 9 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and form secure attachments to the childminder and her assistant. The childminder and her assistant know children well and are attentive to children's individual needs. The childminder forms strong relationships with parents. She works in partnership with them to continually share information from home so she can stay up to date about what children are interested in and what they need to learn next.

Children benefit from interesting outings in the local area, such as to the beach, the park and bus rides. They learn about people and the world around them. Children have a positive attitude to learning. They are able to make independent choices in play and are eager to participate in activities the childminder makes available to them. The childminder builds on the skills and knowledge children have and extends their learning well, this helps them make good progress in all areas of their development.

The childminder and her assistant are good role models for children. They teach children to be independent in preparation for their future learning. Children behave well and interact positively with one another.

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

- The childminder gathers a range of information about children from parents when they first start. She uses this information carefully to aid their settling-in process and to plan things that they will enjoy and benefit from. The childminder provides experiences to support all areas of children's development and all children make good progress during their time in her care.
- Older children benefit from enthusiastic storytelling sessions led by the childminder which support their communication and language and literacy skills well. Older children join in with familiar stories and show excitement as they anticipate what is going to happen next in the story. However, adults do not consistently tailor their teaching techniques during group story activities to engage the youngest children fully.
- The childminder and her assistant give good commentary to children's play to help children hear a wide range of words and phrases. This supports their language development well and enhances their developing vocabularies. At times, adults do not use questioning as well as they could to encourage children to think things through and engage in deeper conversations.
- The childminder understands how children learn and organises her environments to give children free choice and easy access to a wide range of resources and activities. Indoor and outdoor environments are stimulating to children, and give them good opportunities to play freely and creatively.

- Children have good opportunities to develop physically, and the childminder and her assistant promote healthy lifestyles well. For example, older children spend time outdoors learning to ride pedal bikes and children of all ages relish in dancing, music and movement activities.
- The childminder and her assistant use a range of positive behaviour management techniques to help maintain a calm and happy atmosphere. They offer children good levels of praise which boosts their self-esteem and are clear about rules and expectations.
- Parents are complimentary about the care and learning opportunities their children receive. The childminder works hard to ensure she offers a continuity of care for children. For example, she mirrors their individual care routines from home which helps them settle and ensures their individual needs are met.
- The childminder works effectively in partnership with other professionals. For example, she works with other early years professionals to evaluate the quality of her provision and works closely with staff in schools that children are moving on to.
- The childminder and her assistant regularly undertake training to help them in their role. This helps them to continually enhance their teaching skills and keeps their knowledge up to date. The childminder supervises her assistant well, they work effectively as a team to reflect on their strengths and target areas for future development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have improved their understanding of safeguarding since the last inspection. For example, they have completed more in-depth safeguarding training. As a result, their knowledge in this area has greatly improved. The childminder has good knowledge of her safeguarding responsibilities. The childminder and her assistant are able to demonstrate good awareness of the possible signs and symptoms of abuse and/or neglect and know what to do should they need to report their concerns to relevant agencies. The home is safe and risk assessment is effective. Children have good opportunity to take managed risk in their play.

What does the setting need to do to improve?

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

- ensure all children are fully engaged during group story sessions, taking into account their age, interest and level of understanding
- make greater use of opportunities to use skilful questioning techniques to increase children's thinking skills and further promote their language development.

Setting details

Unique reference number	EY463225
Local authority	Cornwall
Inspection number	10238047
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	12
Number of children on roll	12
Date of previous inspection	31 March 2022

Information about this early years setting

The childminder registered in 2013 and lives in Newquay, Cornwall. She employs assistants to work with her and provides care for children on Mondays, Tuesdays, Thursdays and Fridays, all year round, from 7.30am to 5.30pm. The childminder is a qualified teacher.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminders self-evaluation and her supervision of assistants.
- The inspector looked at relevant documentation, including checking the childminder's assistants and other household members' suitability.
- The inspector completed a learning walk with the childminder, to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder, an assistant, parents and children spoken to on the day of the inspection.

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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