

Childminder report

Inspection date: 10 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and secure. The childminder greets them warmly and they quickly settle. Children become very engaged in their play. All children, including those with special educational needs and/or disabilities (SEND), make good progress as the childminder has a well-sequenced curriculum. Activities are carefully planned to meet each child's interests and needs. For example, four-year-olds make salt dough to help them understand weighing and measuring. They use their fine-motor skills to create models of fruit and vegetables. Babies learn to say simple words as the childminder skilfully reads stories and sings nursery rhymes to them.

Children are very calm and stay focused at activities for long periods of time. For example, older children create castles and buildings. They concentrate on the detail and share their ideas with each other. Babies stay focused as they pass a ball to other children and catch it when it is passed back to them. They chuckle happily as they play. Children show respect towards each other and the childminder's home. They know that the childminder cares for them and will always meet their needs. Children develop their confidence in social situations. This is because the childminder develops a close bond with them so they feel safe and secure.

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

- The childminder gets to know and understand each of the children and their families. She uses this knowledge to enhance children's learning and development. She asks them questions about their achievements at home. She uses this to support children to extend their knowledge and thinking. Children learn new words rapidly through these conversations. For example, children discuss vegetables they grow at home. The childminder asks questions about different types of vegetables.
- Children develop good numeracy skills. Four-year-olds can identify number symbols from 1 to 10. They practise writing them outside. They draw a hopscotch with chalk on the patio. They carefully write numbers one, two and three. These children understand simple sums. They know numbers change when you add them together. The childminder skilfully models adding numbers to support the children.
- The childminder observes children carefully. She assesses their development. She quickly puts strategies in place if they show any signs of delay. Children with SEND are supported well to make good progress. The childminder works closely with outside agencies and parents. This ensures children with SEND have all the support they need to thrive.
- Children learn about the world around them as they go on walks in the local area. They learn about the seasons and how things change. They watch leaves

grow from buds and then collect them when they fall in the autumn. The childminder takes the children to a small holding in the village. The children help care for the animals. They learn about different cultures through trying different foods and exploring different festivals. They cook recipes, such as pancakes for Shrove Tuesday.

- Children develop a good understanding of the importance of looking after themselves. They know to put on sun cream before they go out to play in the hot sunny garden. They know that exercise is good for their bodies. They talk about their tired muscles after walking and running about. The childminder encourages children to try a wide range of healthy foods. During snack time, she talks about the importance of eating fruit and vegetables.
- The childminder is very passionate about children having a home-from-home experience. She works hard to develop secure relationships with the children and build their confidence. She works closely with her assistant to develop their practice. However, the childminder does not always evaluate her practice so she can improve outcomes for children. For example, she sometimes misses opportunities to fully challenge the most able children to the highest level. This means that although children make good progress, they do not always achieve their full potential.
- Partnerships with parents are very effective. Parents know their children flourish with the childminder. They share how their children have developed their confidence with the support of the childminder. The childminder shares each child's progress and next steps well with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust knowledge of how to keep children safe from harm. She knows all categories of abuse, including radicalisation and the 'Prevent' duty, and can identify potential signs. She knows who to report concerns to and how to take swift action to protect children if necessary. The childminder and her assistant attend regular training for safeguarding to ensure their knowledge is up to date. The childminder regularly risk assesses her home and garden to ensure they are safe. She takes appropriate action to remove risk. She risk assesses places she visits to ensure their suitability for the children.

What does the setting need to do to improve?

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

- further improve knowledge of the early years foundation stage learning and development requirements to continue to develop the curriculum to help children reach their maximum potential.

Setting details

Unique reference number	102724
Local authority	Cornwall
Inspection number	10238822
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 12
Total number of places	12
Number of children on roll	19
Date of previous inspection	18 April 2017

Information about this early years setting

The childminder registered in 2000 and lives in Dobwalls near Liskeard, Cornwall. She offers care from 8am to 5.30pm, Monday to Friday, all year. She receives government early years funding for two-, three- and four-year-old children. She has a level 3 early years qualification and her assistant has a level 2 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 it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the 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.

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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