

Childminder report

Inspection date: 5 January 2023

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 happy and confident in the childminder's care. They sing songs while they play with toys. For example, one child sings 'Incy Wincy Spider' while they play with toy cars. Children are kind to each other and laugh as they play together.

Outdoors, the childminder and her assistant support children to play on a rocking aeroplane and sit on cars with trailers. Children independently collect cloths to clean the cars and then dry the seats before they climb inside. They enjoy using coloured chalk to make marks and draw on a large outdoor blackboard wall. They happily name colours and shapes as they draw on the wall.

Children have further opportunities to be independent, for example, hanging up their coats and taking their outdoor shoes off. They have access to lots of interesting toys and books, for example, they explore toys like building bricks and a lock and key game.

Children enjoy coming to the childminder's home and have secure relationships with the childminder and her assistant. The childminder has very good links with the local pre-school and primary school and she prepares children well for their next stage of learning.

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

- The childminder and her assistant have high expectations for children. They work well together and divide their time between the children efficiently. They support children to be curious and engage in their learning. Children are polite and behaviour is good. However, opportunities to improve behaviour further by supporting children to understand how their behaviour impacts on others are missed.
- The childminder helps children to develop their language and communication skills. She encourages conversations with children and reads books often, like 'The Hungry Caterpillar'. Children enjoy conversations with the childminder. However, the childminder often uses closed questioning techniques and this limits the responses children give. As a result, opportunities to develop language and communication skills further are sometimes missed.
- The childminder has created an ambitious curriculum, particularly supporting children to understand other religious and cultural celebrations. She introduces children to a wide range of celebrations, including Jamaica National Day and the Hindu celebration of siblings, Raksha Bandhan. The childminder uses books, discussion and creative activities to support children to understand these celebrations. The childminder encourages children to understand, respect and discuss how we can be similar and different. For example, children play with

dolls who use a wheel-chair, walking frame or leg supports. This promotes discussion and inclusive attitudes.

- The childminder supports children to develop social skills by taking them to lots of group activities during the week. They develop friendships with the other children who attend these groups. The childminder takes children to a music session, a dance session and two toddler groups. They also visit local sites and develop their knowledge of the local area and of nature. They visit places like the seal sanctuary and local parks and gardens. The childminder supports children to understand the importance of looking after our environment and is part of a local litter-collection scheme.
- The childminder has good relationships with parents who are very positive about the care their children receive. They report that their children are happy to come to the childminder's home and they make good progress in their learning and development. Parents are pleased with the daily updates they receive and the termly reports the childminder provides about their child's progress and development.
- The childminder ensures that she and her assistant keep up to date with early years training. They have good professional links with other childminders in the area and use this network to share good practice and ideas. They know the children in their care well and plan activities together. For example, they have been exploring with the children how hats keep us warm in the cold weather.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistant keep up to date with their safeguarding training and knowledge. The childminder conducts checks on the suitability of her assistant and ensures that she is confident in the policies and procedures and any updates. The childminder has created suitable safeguarding arrangements. Both the childminder and her assistant know how to recognise the signs of possible abuse. They are knowledgeable in safeguarding procedures and feel confident in how to put safeguarding arrangements into practice.

What does the setting need to do to improve?

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

- extend behaviour management strategies to support to children to understand more how their behaviour impacts on others
- develop questioning strategies to guide children to build their language and communication skills further.

Setting details

Unique reference number	102293
Local authority	Cornwall
Inspection number	10263472
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 1992 and lives in the village of Mabe on the outskirts of Penryn, Cornwall. Care is available Monday to Friday, all year round, except for the childminder's holidays. Sessions are from 7.15am until 5.45pm. The childminder employs an assistant to help with the care of the children. The childminder receives early education funding to provide free places for children aged two, three and four years old.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the childminder 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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and the intent of the curriculum was discussed.

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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