

# Childminder report

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Inspection date: 30 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have fun and enjoy their time with the childminder and her assistant. She has created a warm and inviting home-from-home for children, and they are confident and comfortable here. They enjoy conversations with the assistant about the new puppy. They talk about the noises the puppy makes and the colour of its fur. They like sitting on the sofa with the assistant as they read books. Children have access to interesting toys and activities. They play with soft toys and building blocks. They make good friends with the other children and enjoy playing together. As children enter, they eagerly come inside and say hello to their friends. Children share well, for example, playing with and building a train track together. Older children explore a number activity and are confident in quantities up to five.

Children have strong relationships with the childminder and her assistant. They are happy and like to explain what they know and can do. They enjoy playing with a ball, developing gross motor skills as they throw and catch it with friends. They are curious learners. For example, younger children look at the pictures on the wall and try to name the colours, saying 'purple' and 'red'.

The childminder and her assistant speak in supportive and gentle voices. They celebrate children's achievements. Behaviour is positive and the childminder models how to treat others with kindness and respect. She supports children to begin to understand how their behaviour impacts on others.

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

- The childminder supports children's personal development well. Children gain a good understanding of what makes them unique. She supports children to explore the importance of good dental health. For example, children enjoy looking at books about teeth and dentists. However, sometimes the childminder does not enable children to become increasingly independent, particularly in managing their personal needs. For example, she helps children to take off their coats and shoes instead of supporting them to do this independently, and they do not always have access to tissues to clean their own noses.
- The childminder has created an ambitious curriculum and plans interesting activities for children. Children engage and make good progress in their learning and development. For example, children recall with confidence a creative activity they did previously. However, when children join the childminder's care from another provider, she does not always contact the previous setting to obtain valuable information about the child to provide a consistent approach in supporting their development.
- The childminder has developed a strong focus on language and communication. She creates activities and learning experiences which support children to

communicate well. The assistant and the childminder hold meaningful conversations with children. They give children time to contribute, think and express their ideas. They read books often. For example, they read 'That's Not My Dinosaur' and 'Savannah Animals' to encourage their interest in animals. The assistant reads in an interesting way and children enjoy these moments. Children develop a love of books and reading.

- Parent feedback is positive. Parents report that they are confident in the care and education their children receive. They are happy with the regular updates and feel their children make good progress in their development. They feel well supported by the childminder. They show pleasure in listening to their excited children talk about their day with the childminder.
- The childminder supports children to learn about religious and cultural celebrations. Children learn how to celebrate and respect similarities and differences. During Chinese New Year celebrations, the childminder creates activities where children explore making noodles with play dough. They enjoy trying to pick up the noodles with chopsticks. They develop creative skills while decorating paper with stickers of traditional Chinese images. Children enjoy these activities.
- The childminder supports children's knowledge and understanding of the local community with weekly trips out. They visit museums and a local woodland where children can run, play and explore nature. The childminder enables children to take suitable risks and challenges. They visit a play park where children enjoy climbing and sliding. Children build social skills through the various interactions that occur on these trips out.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are confident in recognising the signs of possible abuse. They are knowledgeable about safeguarding arrangements and feel confident in how to put them into practice. When they have concerns they know who to contact and when. The childminder ensures that her assistant keeps up to date in their safeguarding training. She conducts regular risk assessments to ensure that the premises are safe. The childminder checks and thoroughly cleans toys and equipment regularly, to ensure that they are hygienic and safe.

## What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence skills further
- develop procedures to communicate with other providers when new children join from another provision, to further support children's learning and development.

## Setting details

<b>Unique reference number</b>	102637
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10263566
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	5 May 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Bodmin. She employs her husband to assist with the care of the children. Care is available to children Monday to Friday, from 8am to 5.30pm, all year round, except for bank holidays and the childminder's holidays. The childminder receives early education funding to provide free places for two-, three- and four-year-old children. She has a childcare qualification at level 3.

## 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 discussed the intent of the curriculum with the childminder.

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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