

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised, as the childminder has not ensured the suitability of all those living on the premises. Despite this, children are happy at the setting and enjoy the company of the childminder. Children are well behaved and listen to instructions. The childminder promotes the use of good manners, and this shows in the children's behaviour. Children understand the routine and the rules that are in place. They all help to tidy away before moving on to the next activity.

Children have opportunities to participate in a variety of activities. For example, the children made creatures with play dough, which sparked natural conversations and laughter. The childminder talked about what makes their creatures 'happy' and 'sad', helping the children to learn about emotions.

The childminder provides good opportunities for the children to learn about the local community with visits to local places, such as the park, library and children's gym. These outings give children the chance for physical play and social interaction. The children show excitement over story time and choose what stories they would like to read. They listen, captivated, and talk about what could happen next in the story.

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

- The childminder does not prioritise children's safety. She lacks a clear understanding of her role to inform Ofsted about significant changes. This includes changes to her name and a new household member who has moved into her property and has been living with her for some time. Ofsted have not been able to carry out appropriate checks to assess the suitability of this individual, which places children at risk.
- The childminder provides a broad and balanced curriculum. She knows what children can do and plans next steps for them. The childminder plans activities around the age and abilities of the children that are attending each day. The children choose freely from a wide range of resources in the well-equipped playroom.
- The childminder has built strong bonds with the children that attend. The children feel comfortable being with her. The childminder offers praise and reassurance when children are trying to do things independently. This encourages children to not give up.
- The parents are happy with the service the childminder provides. The childminder shares information with parents regarding their children's developmental progress. She supplies daily updates, including photos of what the children are doing.
- Children learn to recognise their names, written on cut-out leaf shapes, before

placing them onto a tree poster. The childminder encourages the children to sound out the first letter of their name, helping them to identify their name.

- The childminder promotes mathematical development in a fun and interactive way. Children count objects and identify shapes throughout the day. The children enjoy number books and playing hopscotch, which helps them to identify numbers.
- The children enjoy role play and use their imaginations well, pretending they are doctors listening to a doll's heart with a stethoscope. They talk about making her better and discuss with each other when they were poorly. The childminder skilfully narrates their play, introducing new vocabulary.
- The childminder encourages and engages children in meaningful conversation. For example, children talk about the life cycle of a caterpillar and how bees make honey. This helps children to develop their knowledge and understanding of the world.
- The childminder has identified the impact that the COVID-19 pandemic has had on children's social development. She sets targets for those children affected. This supports their development and ensures that they make good progress.
- The childminder promotes healthy eating and works with parents to ensure children have healthy packed lunches. The children wash their hands before lunch and the childminder encourages the children to cover their mouths when they cough. This helps to promote good hygiene practices.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not ensured that people living at the premises have provided the required information for Ofsted to complete suitability checks. This failure exposes children to the risk of harm due to unvetted household members. However, the childminder has completed safeguarding training. She is able to recognise signs and symptoms of abuse and how to report them. The childminder assesses areas in her home, and while out in public, for risk to minimise hazards. The childminder supports children to learn about road safety, helping them to learn how to keep themselves safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure information about all persons aged 16 years or over living on the premises is submitted to Ofsted, so that checks can be undertaken to determine their suitability.	07/04/2023
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Setting details

Unique reference number	102239
Local authority	Cornwall
Inspection number	10276719
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	2 to 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 1997 and lives in Truro, Cornwall. She provides care for children on weekdays, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sharon Elliott

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 childminder and the inspector held a discussion as to how the curriculum is organised. The childminder outlined what she would like children to learn while at the setting.
- Parents provided their views of the setting and the inspector took their feedback into consideration.
- The inspector observed the setting, looking at the quality of education.
- The inspector spoke with the childminder at appropriate times throughout the day.
- The childminder discussed the management of the setting with the inspector.
- The childminder and the inspector evaluated an activity together.

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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