

# Childminder report

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Inspection date: 14 March 2024

<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 enjoy their time with the childminder and her co-childminder. They are independent and demonstrate a positive attitude to learning. Children freely explore the wide range of activities available and show an eagerness to investigate them. The childminder knows the children well and what she wants them to learn. She uses her knowledge of the children to design and deliver a curriculum that captures their interests, to help build on their existing skills. Older children confidently get themselves ready for outdoor play. They find and put on their shoes and persevere with their coat until they succeed. They know where to find the balls and take them outside with the childminder. They enjoy throwing these for the childminder's dogs, which helps to develop their physical skills.

Children understand the expectations of the setting. They know to tidy away toys after they have finished playing, and the childminder encourages older children to say 'please' and 'thank you' at lunchtime. Children form close attachments to the childminder. Younger children sit on her lap while she helps them to build structures. Older children invite her into their play. Children say they enjoy attending the childminder's setting and show that they feel safe in her home.

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

- Partnerships with parents are effective. The childminder gathers relevant information from parents to establish children's starting points when they first join. She communicates with parents about their child's progress and how to support their learning at home. The childminder provides parents with feedback questionnaires to gain their views. She uses these to help improve her practice for children. Parents comment on how much progress their children have made since being with the childminder.
- The childminder helps children to learn about the similarities and differences between others. She uses different photos to represent the diversity of people. However, she does not consistently help children to develop their awareness of other cultures and why these are important.
- Children enjoy looking at a good selection of books while at the childminder's home. Younger children use gestures, such as pointing at the pictures. The childminder repeats single words and children copy her, which helps to build up their vocabulary.
- The childminder teaches children how to stay safe around animals. Following a recent course, she teaches children how to remain vigilant around dogs and of the safe ways to pet them. Children build their confidence as they learn how to treat animals kindly.
- Children enjoy constructing with magnetic shapes. Younger children stack them on top of each other to make a tower. They use their problem-solving skills

effectively, adjusting their grip as they try to place their last shape at the top. The childminder talks to older children about the different colours and shapes they have used to create a 'house'. However, she does not always extend these conversations to further challenge children's thinking skills.

- The childminder liaises effectively with professionals where needed. For example, where children have shared care with another early years setting, she contacts them to discuss children's care and next steps in their development. This helps to provide a consistent approach to children's learning.
- Safeguarding procedures are effective. The childminder has a strong understanding of child protection and is alert to any concerns about a child's welfare. She knows how to report these to the relevant services to ensure that children are safe. The childminder monitors sleeping children well. She sets a timer every 10 minutes to alert her to check on children's well-being.
- The childminder is keen to promote good oral health in children. She teaches them how to keep their teeth clean and provides parents with relevant information. The childminder signposts parents to dentists in the area if required.
- The childminder and her co-childminder discuss the implementation of the curriculum and make positive changes that will benefit children's development. For instance, they make additional props and introduce puppets at story times to enhance children's early reading skills.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- consider ways to further support children's understanding of a range of cultures and traditions
- extend conversations to challenge older children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY229406
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10327180
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	7 February 2022

## Information about this early years setting

The childminder registered in 2002 and lives in Truro, Cornwall. She works with her husband, who is also a registered childminder. The childminder operates all year round from 5am to 6pm, Monday to Friday. Occasionally, she provides overnight care when required. The childminder holds an early years qualification at level 6.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked about her curriculum and what she wants children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at relevant documentation, which the childminder provided on request.
- Parents shared their written views of the setting with the inspector.

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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