

Childminder report

Inspection date: 27 March 2025

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 develop warm, nurturing relationships with this experienced childminder. Babies are happy in her care and come to her for reassuring cuddles when necessary. The childminder is highly responsive to children's needs and knows each of the children very well. Children play well alongside their friends and enjoy spending time in each other's company. They happily take turns as they pretend to be doctors, making their cuddly toys better. The childminder supports children to develop good social skills, including through taking part in regular shared activities with other childminders and their children.

Children take part in a range of learning experiences as part of a rich and ambitious curriculum. The childminder has a good understanding of child development and how young children learn. Children benefit from frequent outings to support their understanding of the wider world. The childminder carefully considers what she wants the children to learn on these visits. For instance, she helps them to learn to keep themselves safe near water while on trips to the seaside. Children are encouraged to share their ideas for future outings and activities based on their interests. Children are excited to learn and become increasingly confident over time.

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

- The childminder promotes the development of children's physical skills well. She provides particularly good support for babies who are learning to stand and take their first steps. She ensures there is a safe area for them to practise pulling themselves up on carefully positioned furniture and patiently holds their hands to support them to walk. Babies are given ample opportunities to practise developing their core body strength and delight as they stand on their own. The childminder warmly praises them, and children demonstrate pride in their achievements.
- The childminder provides a language-rich environment. She reads regularly to children and helps them to learn a variety of nursery rhymes. She engages older children in conversation and introduces challenging vocabulary to them as they play, such as learning the colours 'indigo' and 'violet' when talking about rainbows. However, the childminder does not provide consistent strategies to help nonverbal children to communicate effectively with others and make their needs known.
- The childminder confidently discusses children's starting points and identifies their next steps. She recognises when children might need additional support and makes referrals to specialists where necessary. The childminder takes on board the advice they give and makes adjustments to her curriculum to help children to flourish.

- The childminder has high expectations for children's behaviour and conduct. They listen well and respond positively to her as they play. The childminder encourages the children to take part in targeted group learning times throughout the day, such as reading stories. However, she does not always organise these group activities effectively to ensure children of different ages are included and supported to stay on task.
- The childminder supports children well to become more independent over time. Children confidently find toys to play with and happily help to tidy up before mealtimes. The childminder helps children to manage their personal care needs, such as washing their hands independently. She encourages children to persevere with tasks they find difficult and develop resilience.
- Children develop a good understanding of different cultures. The childminder helps children to learn about a wide variety of different ways of life as part of an established curriculum. She supports children to have a greater understanding their local community and culture. For instance, children learn about St Piran's Day through creative activities such as baking.
- The childminder is highly reflective. She regularly assesses the effectiveness of her provision and identifies areas for development. She seeks out support from and takes part in training led by the local authority early years team to ensure her knowledge is up to date.
- Partnerships with parents are strong. The childminder ensures parents are kept well informed of their children's progress and next steps. Parents comment on how children 'thrive' in her care and the good support she provides for children with special educational needs and/or disabilities.

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:

- provide consistent strategies to help nonverbal children to communicate effectively with others and make their needs known
- refine the organisation of group activities to ensure they provide appropriate challenge for children so they stay on task and remain engaged in their learning.

Setting details

Unique reference number	140508
Local authority	Cornwall
Inspection number	10380302
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	4 June 2019

Information about this early years setting

The childminder registered in 2001 and lives in Fraddon, Cornwall. She offers care to children from Monday to Friday, 7.30am to 6pm, all year round. She works from her home during the day and at a local primary school where she provides after-school care from 3.15pm to 6pm alongside a co-childminder. The childminder provides government funded childcare places.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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