

Childminder report

Inspection date: 3 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder forms strong bonds with the children in her care, making them feel happy and comfortable in her home. She has created a warm and welcoming environment and guides children to make good progress in their learning and development. Children are involved in caring for the childminder's two small dogs, giving them cuddles and letting them outdoors when appropriate, which helps them to start caring for other living creatures. Children of all ages engage deeply in their play. For example, they spend a lot of time playing a role-play game where they take baby dolls to a tea party. This develops their creative skills and ability to work together. Older children suggest ways to extend the game, and younger children happily join in. The childminder has a good level of knowledge in early years education, and children are well prepared for their next stage of learning. She has developed a good curriculum that has a focus on outdoor learning, and she encourages children to play outside every day. As they run around in the garden or take part in gardening activities, children build their core strength and coordination.

The childminder guides children to develop a thorough understanding of other living creatures. Younger children name different animals, such as a giraffe and a platypus. They learn to put animals in groups, depending on their habitat. Older children understand that some animals live in the savannah and others in the jungle. Younger children independently find two toy monkeys and the childminder guides children to understand that spiders have eight legs, building their confidence in mathematics and counting.

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

- Building children's language and communication skills is a strong focus, and children grow into confident communicators. Toddlers possess a wide vocabulary and explain what they want, saying 'go and play' after finishing their snack. Pre-school-age children eagerly share what they know and can do, engaging in rich conversations with the childminder. Older children discuss their favourite fruits and explain why they dislike the taste of grapes. The childminder asks thought-provoking questions, giving children time to think and respond. She gives children helpful tips, encouraging them to answer her questions and remember what they know. The childminder builds children's confidence, language skills and critical thinking.
- There is a focus on supporting children's knowledge of other countries and religious and cultural celebrations. The childminder supports children in understanding St Piran's Day. Children create Cornish flags and learn the story of St Piran. Pre-school-age children confidently explain how St Piran arrived in Cornwall and eagerly find a toy bear, fox, and badger, who are St Piran's

traditional friends. For Chinese New Year, the childminder guides children to clean the home before the celebrations, helping them to understand some of the traditional preparations.

- Children listen to instructions well, such as tidying away toys when the childminder asks. They are kind, including others in their games and sharing toys. However, when children play potentially risky games, such as throwing a ball inside the house, the childminder does not always explain why the rules are in place to further help children understand how their behaviour affects others.
- There is a good focus on helping children to develop a love of reading and understand things beyond their own experiences. The childminder selects books that tie in with the children's interests. She supports children to explore song and rhyme. Older children confidently play with words, tapping their hands to a rhythm as they chat about a 'fat cat sat on a mat' or a 'big pig was on the lid', displaying high levels of word play and confidence with language. The childminder's goal is for children to understand that words provide information. The childminder reads to the children often.
- Parents are happy with the care their children receive and report that children make good progress in their learning and development. They feed back that communication is effective, and they feel kept up to date with their children's progress and the activities they undertake. Parents report that the childminder gives them support with childcare matters, such as toilet training.
- Children are encouraged to explore and express their emotions and feelings. Young children say 'my happy' and smile as they chat with the childminder about how they are feeling today. Older children tell their friends that they do not like the toy spider because it makes them feel scared. Children know that their opinions matter.

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:

- guide children to understand the rules and why they should be followed, to further understand how their behaviour impacts on others.

Setting details

Unique reference number	152635
Local authority	Cornwall
Inspection number	10380523
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2001 and lives in Frogpool, close to Truro, in Cornwall. She provides care for children on Monday, Wednesday and Friday from 8.30am to 1.30pm, all year round. She works with her daughter, who is her assistant. The childminder holds a qualification in childcare at level 3. She offers government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector and childminder carried out a joint observation.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, her assistant and people living in their home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector read parents' feedback during the inspection and took account of their views.

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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