

Childminder report

Inspection date: 3 February 2023

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 are happy and content in the childminder's home. The childminder has built strong bonds with the children. She shows affection and kindness towards them. The children snuggle next to her on the sofa, listening intently to her reading a story. The children choose and access toys independently, showing real enjoyment in their play. The childminder has a clear understanding of what she would like children to learn while they attend her setting. She focuses on independence and on children being ready for their transition to school.

The children regularly have opportunities to develop their knowledge of the wider world, and they play in the natural environment. They have visited various local attractions, such as the zoo and woodlands. During the summer, the children enjoy exploring rock pools and practised balancing on a paddle board. During outings, children learn about keeping themselves safe and understanding risk.

Children are well behaved and kind to one another. They chat to each other during play, which builds on their social skills. The childminder encourages children to tidy up after they have finished playing, helping them to learn life skills.

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

- The environment is warm and welcoming. Children have access to a variety of interesting resources and activities, which covers the areas of learning. The childminder interacts with the children during play, role modelling good language.
- The childminder promotes reading and encourages children to enjoy books and stories. The children access the books themselves; they look at them independently and ask the childminder to read to them. This helps to promote early literacy skills for children.
- There are plenty of opportunities for mathematical language. For example, the children count and thread different-sized coloured buttons onto a string. They identify and consider the colours and sizes of the buttons.
- The childminder plans activities based around what she would like the children to learn. However, at times, she does not adapt activities to reflect children's individual abilities, and this results in some children losing interest.
- The children enjoy a range of outings. The childminder supports the children to have an understanding of personal safety while on outings. Older children who attend in the holidays acknowledge rules in place, such as staying in sight.
- The children are self-aware about their own needs. After lunch, children discuss being tired and independently lay themselves down to sleep.
- The childminder encourages good manners, reminding children to say 'please' and 'thank you'. The children demonstrate high levels of respect for each other

and follow instructions from the childminder.

- Parents feel well informed regarding their children's progress. They state that communication is excellent and that they enjoy regular updates about what their children are doing.
- The childminder takes time to get to know the children well, and she identifies any gaps in learning. She works to close any gaps in children's learning, ensuring that they make good developmental progress.
- The childminder is a member of online childminder groups and carries out online training. She uses these opportunities to keep her knowledge up to date and to develop her practice further.
- The childminder works with the school to support children undergoing assessment for special educational needs and/or disabilities (SEND). This helps children with SEND to get the support they need.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She can identify signs and symptoms of abuse and knows where to report any concerns. The childminder also has an understanding of other aspects of safeguarding, such as 'Prevent' duty and female genital mutilation. The childminder considers risks within the setting and puts measures in place to minimise those risks.

What does the setting need to do to improve?

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

- review activities to reflect the different needs of children, to help them stay engaged in their learning.

Setting details

Unique reference number	EY101899
Local authority	Cornwall
Inspection number	10263315
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2002. She lives in St Columb, Cornwall. The childminder operates Monday to Friday, from 7.30am to 5.30pm, all year round, offering occasional overnight care. The childminder holds a 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 about how the early years provision and curriculum are organised. The childminder outlined what she would like children to learn while at the setting.
- Parents shared their views of the setting in writing with the inspector.
- The inspector observed the quality of education at the setting.
- The inspector spoke with the childminder at appropriate times throughout the day.
- The childminder discussed the leadership 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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