

Childminder report

Inspection date: 12 May 2022

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 arrive happily and have secure bonds with the childminder, who is sensitive to their needs. Children are happy and bursting with enthusiasm to start their day with her. They seek support when needed and receive cuddles and reassurance from the kind, gentle and patient childminder. The childminder places a high emphasis on supporting children's emotional and social development.

Children behave well; they share and take turns. They show genuine care and concern for other people and animals and have good manners. The childminder deals with minor disagreements effectively when they do occur. She encourages children to talk about their feelings and recognise the feelings of others. Children remind each other to move away when the stacking cups fall over, so they do not hurt themselves.

Children show good levels of motivation and persevere to achieve their goals. They look for ways to solve the problem when the water wheel gets clogged. They are confident and independent. They wipe their own noses and wash their own hands. Children use language well. The childminder extends children's vocabulary effectively through consistently good-quality interactions with them. Children explore with gloop and talk about what it feels and looks like.

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

- The curriculum is well planned and implemented. The childminder uses children's interests to plan exciting activities and experiences to ensure that they make progress in all areas of learning.
- Children learn where their food comes from. They collect eggs and plant edible flowers and cress. Children learn about keeping fit and healthy and the benefits of fresh air.
- Children are physically active, outside and inside. They 'zoom' on the ride-on toys, jump on the trampoline, roll tyres, kick balls and climb the stairs to the slide.
- Although children develop their strength, coordination and balance through physical play, there are limited opportunities for children to learn to take appropriate risks. Therefore, children do not learn how to manage risks for themselves to further develop their self-confidence and resilience.
- Children have many opportunities to develop their muscles for early writing. They enjoy mark making and sensory play with gloop, chalk, pencils and play dough. Children select their name boards as they arrive and start making marks with chalk on them straight away.
- There are many opportunities to learn about numbers and explore size and shape, both inside and outside. For example, children learn about the numbers

on clocks and count the cuckoo chimes. The childminder uses her interactions to develop their use of vocabulary to describe texture, such as 'thick', 'thin', 'runny' and 'goeey'.

- Parents speak very highly of the childminder; they feel well supported and informed. They say that their children 'talk about the childminder with love' and describe her as 'a friend'. During the COVID-19 pandemic, the childminder has adapted the settling-in procedure to suit every child and family's individual needs.
- Children are ready for their next stage in education, including school. They are independent and motivated to learn. They communicate well with other children and adults and are willing to share their ideas and listen to those of others. The childminder praises children for trying out new things.
- Children are developing a love of books. The childminder shares stories with children and they talk with enthusiasm about their favourite books. A child retells the story of 'The Gruffalo' with excitement, describing him as 'big and scary!'
- Children learn to treat others with respect. They help each other up and pass each other toys. They explain that they will take their turn after, when another child is already playing with a toy. Children are patient and can wait for their needs to be met, when needed.
- The childminder uses assessment effectively to check what children know and can do and to inform teaching. However, she misses opportunities to ask parents to share their child's progress check with other early years settings that their child also attend, to promote continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in keeping children safe. She checks her setting regularly to ensure that it is safe and secure for children. The childminder has a good knowledge of the signs and symptoms of abuse and how to report concerns. She understands the impact of extreme views and domestic abuse on children and how to identify children that might be at risk. She has put effective controls in place to ensure children are kept safe online. The childminder regularly updates and refreshes her understanding of safeguarding issues.

What does the setting need to do to improve?

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

- encourage parents to share progress checks completed at age two with other early years providers that children attend
- extend further children's opportunities to engage in risky play to develop their understanding of how to manage risks themselves.

Setting details

Unique reference number	EY272110
Local authority	Cornwall
Inspection number	10234756
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 February 2017

Information about this early years setting

The childminder registered in 2003 and lives in Mount Hawke, Cornwall. She provides care for children on weekdays, all year round. The childminder and one of her assistants hold appropriate early years qualifications at level 3, and one assistant is unqualified.

Information about this inspection

Inspector

Lisa Large

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 her evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents 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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