

Childminder report

Inspection date:

3 January 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children have positive relationships with the childminder and her assistant. They arrive with big smiles and immediately go to play alongside their friends. Children show they feel safe and secure. They go to the childminder and her assistant for a cuddle when they need comfort.

The childminder has improved her arrangements to ensure the safety of sleeping children since her last inspection. Babies and toddlers sleep in travel cots, and she checks them regularly while they sleep. However, the childminder does not implement an ambitious communication and language curriculum. She does not consistently build on what children already know and can do in their language development, for example, so they gain a wider vocabulary. The childminder does not organise and use the environment to inspire children to learn. Procedures to share children's next steps of development with parents are not effective.

Children are polite, and they learn good manners. The childminder and her assistant remind children to say 'please' and 'thank you' to their friends while they play. Children learn how to share and take turns with toys. The childminder's assistant models how to do this with the children. For example, he demonstrates how to ask for a toy back from a friend by saying, 'Please can I have my car, thank you.'

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

- The childminder has attended various training to develop her professional development. Following training on using literacy outdoors, she recognises the importance of reading storybooks with children. However, the training does not always target where changes are needed, for example, on how to further develop children's communication and language skills. The childminder works with other professionals to reflect on her practice. She has reduced her paperwork to increase the amount of time that she spends with the children.
- Although the childminder identifies children's next steps of development, she does not share the progress check for children aged two years old, as required, or keep parents up to date of their children's developmental progress. This prevents them from working together to ensure that children get the support where they need it the most effectively and help to close gaps in learning promptly.
- The childminder provides some learning opportunities that capture children's curiosity. For example, children watch her stretch and twist long strips of dough. They gasp with amazement as she pulls it and makes it longer. However, the childminder does not organise the environment effectively when planning her curriculum and what she wants children to learn. She does not motivate and

encourage children to be active and follow their own ideas. For example, the childminder keeps most toys and resources in another room. Toys selected by her are out for prolonged periods of time each day and do not always capture the children's interests. Children do not always become involved in the activities that are available, and this impacts on their opportunities to learn.

- The childminder and her assistant do not use effective strategies to develop babies' and toddlers' communication and language skills to help them make good progress. For example, they ask babies and toddlers many questions, one after the other, during play. The childminder and her assistant do not give all babies and toddlers time to listen, process and respond to questions.
- The childminder and her assistant do not do enough to help children to be more independent to better prepare them for future learning and moving on to school. For example, at snack time, the childminder and her assistant clean the children's hands for them, peel the children's bananas and hand them out without encouraging them to try these tasks themselves.
- The childminder and her assistant develop babies' and toddlers' finger dexterity. For example, they help babies and toddlers mix dried herbs and flour together with their hands. Babies and toddlers press shape cutters into the mix and strengthen their finger and hand muscles.
- Pre-school-aged children learn about emotions. While looking at a storybook, the childminder talks to them about how the characters feel. These children recognise kindness. They tell the childminder how to be 'gentle' like the characters in the story.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
share the progress check for children aged two years old and keep parents up to date on their children's progress to help close the gaps in learning promptly	31/01/2024
organise the environment effectively when planning the curriculum to motivate and encourage children to be active and follow their own ideas	31/01/2024

implement effective strategies to develop babies' and toddlers' communication and language skills to help them make good progress.	27/03/2024
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To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to learn to do things for themselves independently to prepare them for future learning and moving on to school.

Setting details

Unique reference number	EY272466
Local authority	Cornwall
Inspection number	10279102
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	31 January 2023

Information about this early years setting

The childminder registered in 2003 and lives in Bodmin, Cornwall. She operates all year round, from 7am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Jemma Honey

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- The assistant spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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