

Childminder report

Inspection date:

31 January 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are settled in the childminder's home. The childminder prides herself on providing a home-from-home experience. She greets the children with warmth and affection, and children are happy in her care. Children enjoy using the toys available to them and play happily alongside each other and the childminder. They enjoy the company of the childminder and her assistant and move confidently around, finding toys they would like to play with. Children show consideration towards each other, and the childminder praises them for their kindness. The childminder has high expectations of children's behaviour, and children enjoy having their sharing skills celebrated by her.

Although children are content with the childminder, there are weaknesses in how she plans for, and meets, children's learning and developmental needs. Overall, the childminder has a good understanding of her role as a caregiver but is less clear about her role as an educator. As a result, she does not focus on planning how she can build on children's current knowledge and skills.

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

- The childminder takes time to get to know each child while they are settling in. She is flexible with settling-in sessions and ensures they meet the needs of each family. She uses these sessions to help children become familiar with herself and her home.
- The childminder ensures that her mandatory training is up to date. However, she has not continued to refresh or update her knowledge in key areas of practice. This has led to weaknesses in her providing suitable challenge in her curriculum and her teaching.
- Weaknesses in the curriculum limit the childminder's ability to meet the children's next steps in learning. The childminder does not effectively consider the different ways in which children learn, and she does not consistently provide activities that support children of different ages and stages of development as well as she could.
- Children develop some awareness of diversity, including the celebration of different cultural festivals. For example, children enjoy exploring Chinese New Year. They learn about what their names look like when written in Mandarin.
- Children develop their independence. The childminder encourages them to feed themselves, and children happily tidy up their toys when asked. These skills will help children as they progress to their next stage of education, including when they move on to school.
- Older children are encouraged to be kind and caring towards the younger ones and to share and take turns with toys. The childminder helps the children to manage their feelings through talking to them and reassuring them when they

become upset. The children clearly trust the childminder and seek her out for comfort or reassurance when needed.

- The childminder does not effectively support children's language development. She understands the importance of stories to develop children's early literacy skills. However, she does not actively encourage children to explore books or listen to stories as part of her regular practice. The childminder does not regularly use new or ambitious vocabulary with the children, and this limits their developing language.
- Parents receive regular updates on their children's care. The childminder understands her responsibility to complete the progress check when children are aged two years. However, she does not use this opportunity to identify gaps in children's learning, particularly their language development. As a result, parents cannot be clear when extra support is needed or when to seek the input of other professionals to help close gaps quickly.
- The childminder is attentive to children's care needs. She notices when young children need to sleep and provides a restful place for them to do so. However, she does not follow government guidelines on sleep arrangements to ensure that children's safety and well-being can be fully assured at all times. When children wake, the childminder offers lots of cuddles and an enthusiastic greeting.
- Young children are eager to interact with the childminder. They enjoy playing with music and movement toys with her and look to her for praise when they make the toys light up. The childminder offers the children encouragement and values what they have done.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She understands the signs that could indicate a child is at risk of harm. She knows the reporting procedures should she have concerns about a child's safety. The childminder understands what she would need to do if an allegation was made against her or another household member. She effectively supervises children and minimises risks in her home.

What does the setting need to do to improve?

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

	Due date
improve arrangements to ensure the safety of sleeping infants, so they are in line with government safety guidelines	01/02/2023

use professional development opportunities to develop and implement an effective curriculum that targets children's next steps and helps them make good progress with their learning	28/04/2023
when completing the progress check for children aged two, ensure it identifies where a child's progress is less than expected and develop a targeted plan to close any emerging gaps, involving parents and other professionals where needed.	07/03/2023

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

- provide targeted activities that build on what children know and can already do, so that they develop high levels of engagement and make good progress across all learning areas, particularly their communication and language.

Setting details

Unique reference number	EY272466
Local authority	Cornwall
Inspection number	10264437
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	12
Number of children on roll	0
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Bodmin, Cornwall. The childminder provides care on Monday to Friday, from 7am to 6pm, all year round. She receives early education funding to provide free places for children aged two, three and four years. The childminder works with an assistant.

Information about this inspection

Inspector

Shirley Evel

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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children, to find out about their time with the childminder.

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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