

Childminder report

Inspection date: 28 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of this experienced childminder. The childminder knows children's characters and interests well. Children are confident and engage in activities that provide enjoyment and challenge. For example, they enjoy sensory play as they develop hand and finger control when they explore spaghetti with chopsticks and tweezers. Children develop knowledge of Chinese New Year celebrations and develop curiosity about cultural celebrations. Children experience a curriculum that builds on what they already know and can do.

Children enjoy outings in the local environment. They develop their understanding of the world as they enjoy woodland walks, visit local play parks, explore nearby beaches and collect apples and blackberries from the orchard. They develop sharing and turn-taking skills as they play with new children at playgroups and soft-play sessions.

Children behave well. They are eager to learn and have positive attitudes to learning. The childminder supports children's growing independence through her interactions. She gives children time to attempt tasks independently before helping. For example, children wash their own hands when preparing for snack time, and the childminder supports them only when needed.

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

- Children are well prepared for the next stage of their learning. The childminder prioritises supporting their independence, social skills and communication and language development. Children share and take turns in their play exceptionally well, and the childminder rarely needs to support these interactions.
- Children develop strong bonds with the childminder and show a real sense of belonging. Children are content and eager to meet and chat with new people. They excitedly greet unfamiliar adults, tell them their names and invite them to play. Children show impressive levels of concentration for their age as they play with construction bricks, build a train station, complete puzzles and explore books independently.
- The childminder supports children's physical development well. Older children enjoy taking turns kicking balls into a goal and chasing bubbles to pop. Babies have their balance and stability supported as they have space to crawl and explore, and the childminder supports them to stand as they interact with older children. Older children develop kindness and respect for others as they help babies. They regularly check babies are happy and can reach toys they know they like.
- The childminder supports children's early reading skills well. Children excitedly choose their favourite storybooks and enjoy joining in with repeated parts of the

stories. The childminder reads with enthusiasm, and children listen with focus and giggle as they put actions to stories.

- The childminder models language well. She introduces new words as she plays alongside children, and they eagerly repeat them and use them in their play. For example, as children pretend they are cooking lunch, the childminder shows them a wok and explains how it is used. Children enjoy putting ingredients in the wok and proudly exclaim, 'Look in the wok. We made stir fry.'
- Babies have their care needs well met. The childminder uses nappy changing as a time to develop babies' understanding of taking turns and their enjoyment of nursery rhymes as she sings to them. Babies babble with joy.
- The childminder consults regularly with the local primary school and meets regularly with fellow childminders. When children start at a new setting, the childminder completes transition documents to support continuity in care. When children attend multiple settings, the childminder does not form a shared understanding of learning and development with the settings so that next steps in learning are best supported.
- Parents speak positively about the childminder. They appreciate the care their children receive. The childminder provides daily feedback on children's learning activities, as well as progress updates. Parents value the childminder's guidance on establishing successful toilet training and effective sleep routines.
- The childminder is reflective about her practice. She engages in courses that enhance children's learning experiences. Recently, the childminder completed training to further enhance her knowledge of supporting children with special educational needs and/or disabilities. This positively impacts on her interactions and relationships with all children and supports all children to progress.

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:

- develop effective communication with other settings that children attend so a shared understanding of the learning and developmental needs of the children can be formed and progress best supported.

Setting details

Unique reference number	EY344862
Local authority	Cornwall
Inspection number	10372096
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2007 and lives in Wadebridge, Cornwall. She operates Monday, Tuesday, Wednesday and Thursday from 8am to 6pm, all year round. The childminder provides funded early education for children. She has a level 3 qualification in childhood studies.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a shared observation of a group activity.

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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