

Childminder report

Inspection date:

9 September 2024 - 25 September 2024

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 excited to see each other. They come inside and immediately begin to play with their friends. Children show they feel safe and secure with the childminder. They cuddle her and tell her about their weekend. The childminder gets down to the children's level and listens to what children want to say. Children know that their voice is important.

Children are kind and empathetic to each other. If they notice a friend may need help, they ask, 'Are you ok?' Children learn good manners. They say 'please' and 'thank you' often. The childminder teaches children hand signs for these and other words. Children use some hand signs to help communicate their needs.

The curriculum successfully builds on what children know, can do and need to learn next. The childminder identifies what children need to gain more confidence in. She breaks tasks down into simple steps, and children make good progress in their personal development. For example, the childminder teaches children how to put their shoes on independently. She gives them step-by-step instructions to follow, such as 'pull the Velcro' or 'press down here'. Children grow in self-esteem and feel proud as they begin to master this new skill.

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

- Babies show high levels of positive well-being. They are curious, and they look up towards a light in a lampshade. Babies say 'wow' as they do this. Staff support babies' early speaking skills and repeat the word back to them. Babies feel soothed in the arms of staff and like to sway back and forth.
- All children have a love of books. The childminder reads a storybook about an owl. Pre-school-aged children remember that owls stay awake at night time. They recall when they went on a night walk with their parents and tell the childminder about it. The childminder expands children's vocabulary and teaches them new words, such as 'dawn'. Toddlers and pre-school-aged children listen intently and repeat the word 'dawn'.
- Children learn to be resilient and take age-appropriate risks. For example, they go on trips in the local community and climb small trees. The childminder makes a risk assessment of these activities sufficiently, and pre-school-aged children gain confidence in their abilities. In the setting, children challenge themselves further. Toddlers clamber up steps to reach the slide. Pre-school-aged children jump up and down on a small pogo stick. They persevere until they succeed in making at least one jump forward.
- Toddlers strengthen their finger dexterity and press dough into shape cutters. Pre-school-aged children practise using scissors to cut dough and develop better scissor control. However, the childminder does not support toddlers and pre-

school-aged children to be more imaginative and expressive, so they can develop their own thoughts and ideas further. For example, at times, the childminder provides children with resources that she chooses. Although children are happy, they are not able to fully express themselves or make more connections in their learning.

- The childminder works closely with external professionals to help meet the needs of children. However, the childminder does not consistently liaise with other settings that children attend to ensure that there is consistency in children's learning. As a result, children do not make as much progress as possible towards their next steps of development.
- All children develop their physical skills effectively. Babies cruise around furniture and improve their core strength. Toddlers develop their spatial awareness as they jump and run in and out of hoops. Pre-school-aged children build their leg muscles as they ride balance-bikes. These children learn more about mathematical concepts as they compare which bikes are bigger or smaller.
- Parents comment that their children thoroughly enjoy outings in the local community. Children broaden their knowledge of the world around them and visit local parks, beaches and farms. Parents state their children make positive relationships in the setting and 'flourish'. They value the advice they receive from the childminder on how to support their children's learning and development at home.
- The childminder has recently reflected on how she uses her vehicle on outings and also now ensures that children are always within sight and hearing.

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:

- support toddlers and pre-school-aged children to be more imaginative and expressive, so they can develop their own thoughts and ideas further
- liaise with other settings that children attend to ensure consistency in children's learning.

Setting details

Unique reference number	EY419824
Local authority	Cornwall
Inspection number	10364880
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	6
Number of children on roll	6
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2010. She lives in Penryn, Cornwall. She operates all year round, from 8.30am to 4.30pm, Monday to Thursday. The childminder provides funded care and early education for two-, three- and four-year-old children. The childminder works with an assistant on an ad-hoc basis.

Information about this inspection

Inspectors

Jemma Honey
Sarah Madge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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 her early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 childminder and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- 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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