

Childminder report

Inspection date: 31 January 2023

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

The childminder has created a warm and inviting learning environment and children are happy in her care. They confidently enter her home after saying goodbye to their parents and go to her for cuddles. They have free access to toys and activities which the childminder rotates regularly to support children to explore and learn new things. Children enjoy lots of one-to-one attention with the childminder. Young children enjoy discovering new tastes, colours and textures at snack time as they eat satsumas and grapes. They enjoy listening to the childminder discuss the different fruit. They babble and makes sounds to communicate their pleasure.

Toddlers play with a large train track. They collect the pieces from a box, give them to the childminder and help her connect them together to create a route. They like putting the wind-up train on the railway and letting it go. They have access to lots of books and a mark making activity. They enjoy discovering the different objects hidden in a treasure basket, for example a pinecone, rattle and a mirror. Children smile with delight as they play with the musical instruments they find inside the basket. They join in when the childminder sings the song 'Paper Tail' and dances with a green scarf. Children develop their creative skills, dancing and moving to music. They say 'uh oh' when the scarf falls to the floor.

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

- The childminder has created an ambitious curriculum. She is knowledgeable in how children learn and development. She knows the children in her care well and her planning is relevant and varied. Children make good progress in their learning, for example young children build good coordination skills, particularly in walking. They show dexterity, using their hands to connect toy pieces together. However, the childminder does not always extend children's knowledge and confidence in the numbers one to ten, by introducing maths more consistently.
- The childminder has good links with other early years professionals. She ensures she keeps up to date in her training, for example she recently studied a council led 'I Can' language course to help her support children with language delays. She reflects on her practice well and attends local network meetings to meet other childminders and share best practice. However, the childminder does not always contact other early years settings when a child joins her care from another provision to extend support in children's learning and development.
- The childminder has developed a strong language and communication curriculum. Young children are becoming confident communicators. They say words like 'no' and 'dog' and make animal noises like 'woof woof' when they see an image of a dog. The childminder supports children to develop a love of books

and reading. She reads to the children often. Books like, 'That's not my puppy' support the children's interest in dogs.

- The childminder uses books, puzzles and other activities to support the children to understand the wider world and religious and cultural celebrations. Books like 'Little Traveller' introduce young children to famous buildings around the world, like the Eiffel Tower and the Taj Mahal. The childminder discusses these with the children. She speaks in an interesting voice and engages children. For the recent Chinese New Year celebrations, the childminder supported the children to explore eating from rice bowls and colour zodiac signs and rabbits. Children develop an understanding of the wider world and the country in which they live. They begin to understand kindness, respect and celebrating our differences and similarities.
- The childminder has high expectations for children and role-models positive behaviour. Children are curious learners and concentrate in their play. She celebrates children's achievements and quickly supports them when they need help.
- The childminder has positive relationships with parents. They report that they are happy with the updates they receive about their child's development. They are pleased with the activities that children do in her care, including baking and trips out. Parents feedback that their children become independent and creative in the childminders care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently recognises the signs of possible abuse. She has a strong understanding of child protection procedures and is aware of how to record concerns and who to contact. The childminder keeps herself up to date in her safeguarding training. She keeps her home and the toys and activities thoroughly clean to ensure they are safe and hygienic. She conducts regular risk assessments on her home and garden to ensure the premises are safe.

What does the setting need to do to improve?

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

- support children to develop their early mathematical skills and knowledge even further
- develop procedures to communicate with early years settings when new children join from another provision to extend support in children's learning and development.

Setting details

Unique reference number	EY420489
Local authority	Cornwall
Inspection number	10265295
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 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	1 June 2017

Information about this early years setting

The childminder registered in 2011 and lives in Truro, Cornwall. She provides care for children on weekdays, all year round. The childminder holds a relevant childcare qualification at degree level. She is eligible to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Victoria Jones

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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and discussed the intent of the curriculum.

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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