

Childminder report

Inspection date: 26 November 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 have formed close bonds with the childminder, who is friendly and caring. They approach her for cuddles and sit themselves on her lap as they play. The childminder responds warmly, welcoming them into her arms. Children feel safe and secure.

The childminder plans her curriculum well and understands how children develop. She encourages them to be independent. Children understand the need to wash their hands before eating and do so by themselves. Children enjoy preparing their food, confidently cutting up their apple and banana into pieces. Older children use the term 'half' once their fruit is cut, demonstrating their mathematical awareness. Younger children develop their hand-eye coordination as the childminder gently guides them in using a safety knife.

Children have formed positive relationships with one another. Older children enjoy helping younger ones, such as showing them how to hold a pencil correctly. Younger children embrace this and try hard to copy their peers. Children behave well and follow the childminders house rules. They are polite and respectful to one another and the environment. For instance, children know to tidy away the toys after they have finished playing with them.

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

- Partnerships with parents are effective. The childminder keeps parents updated about how their child is progressing and provides ideas to work on at home. For example, children practise counting or share books linking to their personal experiences.
- Overall, the childminder knows children well. She recognises the need to further support younger children's language skills. However, occasionally, the childminder does not identify all the next steps in learning for older children to further develop their communication.
- The childminder understands the importance of dental hygiene. She provides children with fun activities, such as enabling children to practise cleaning pretend teeth. The childminder talks to children about regular brushing and how healthy foods contribute to good oral health.
- Children enjoy adult-led activities that the childminder plans. The childminder encourages children to talk about the recent snowfall and links this to animals that live in cold places. For example, children play with toy penguins and listen to the noise penguins make from electronic devices. However, at times, the childminder does not adapt her activities to keep children engaged, and occasionally, they wander off.
- The childminder takes children out to many community activities to support their

understanding of the world. Children enjoy visiting the beach, local churches and the Royal Lifeboat Institution. Children learn about the role of the volunteers who save lives at sea.

- The childminder attends training and reflects on her practice. She has adapted her process for when children first start. She now gains comprehensive information from parents about their child to help her understand how to meet their individual needs and their interests.
- Children have a positive attitude to learning and are keen to find out new things. They enjoy listening to a story about a frog, and the childminder talks to them about the illustrations. When children ask about the 'fly' in the story, the childminder explains it is a 'firefly' and how they light up.
- The childminder supports children's emotional development well. She helps them to understand key events in their life and talks to them about how they feel. For example, children discuss new siblings in the family. The childminder shares books with them to help them understand times of change.
- Children enjoy being active. Younger children jump up and down to songs with excitement. Older children request familiar rhymes and join in with the actions, such as pretending to be 'sleeping bunnies'. All children leap up and laugh as they 'hop' around like rabbits.

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:

- identify older children's next steps more precisely and build on what they already know to further develop their communication and language skills
- adapt activities to help keep children engaged and to sustain their concentration.

Setting details

Unique reference number	EY467015
Local authority	Cornwall
Inspection number	10367736
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Callington, Cornwall. She offers care Monday to Thursday, from 8am until 5pm, and on Fridays from 8am to 4pm, all year round, except bank holidays. The childminder offers government funded places for childcare. The childminder is qualified to level 3 in childcare and education.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- 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 interactions between the childminder and children.
- The inspector carried out a joint observation of group activity with the childminder.
- 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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