

Childminder report

Inspection date: 23 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate how happy they are at this welcoming and homely setting as they run to join their friends in the garden when they arrive. They show that they feel very safe and develop exceptionally strong attachments with the childminder and her assistant, who have a kind and nurturing manner. Children form strong friendships across all age groups. Older children are very considerate of the younger ones in activities and enjoy helping them. Children's behaviour is exemplary. The childminder and her assistant give children endless praise and plenty of cuddles, supporting children's self-esteem and confidence extremely well.

The childminder provides excellent opportunities for children to develop their interests. When they become fascinated with lifeguards, she turns the garden shed into a 'lifeguard hut'. Children use their imaginations well as they pretend to be lifeguards. They look through home-made binoculars and delight in 'saving' the childminder from the 'sea'. The childminder enthusiastically joins in with children's play and provides quality interactions as she engages with them. She skilfully extends their learning by teaching them about safety flags on the local beach. Children then use chalks to draw and decorate flags to indicate where swimming is allowed in their game. They show high levels of concentration and persevere with difficult elements, such as sticking their flags on to a fence.

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

- The childminder plans an ambitious curriculum which is designed to give children a wealth of rich experiences. She works closely with her assistant and they both know exactly what children need to learn next. Children are highly motivated and consistently demonstrate positive attitudes as they play. They make good progress and are ready for their next stage of learning and school.
- Children develop a real love of books. They happily sit down and listen intently to stories. The childminder and her assistant read books with great intonation and children are excited to see what might be on the next page. Children point out pictures they like and confidently repeat familiar phrases from traditional tales. They learn new vocabulary and understand that print carries meaning.
- The childminder evaluates her practice to help identify areas where she can improve. Since the last inspection, she has changed her outdoor space for children. This now includes a canopy that provides protection from the weather when they play outdoors. The childminder and her assistant make good use of professional development to improve outcomes for children. For example, following on from training, the childminder has increased young children's opportunities to play, explore and experiment with natural objects.
- Children demonstrate impressive levels of independence. They get their own drinks when they are thirsty. Older children thoroughly enjoy the responsibility

of undertaking tasks independently, such as getting the sand toys out for younger children. The childminder successfully helps children to understand the importance of good health and hygiene through conversations, activities and routines.

- The childminder listens to children and takes close notice of their needs. She makes this a priority in the setting. Younger children decide when they want to go to sleep, and the childminder is ready as they awake to give them reassurance. She is especially attentive and makes sure that each child feels valued and respected.
- The childminder takes children on trips out to teach them more about the world they live in and extend their learning even further. For example, children learn about the life cycle of frogs when they visit a local pond. They develop their physical skills well using large play equipment at the park.
- The childminder uses every opportunity to support children in keeping themselves safe and managing risks. Children confidently state why they need to wear sun hats and sunscreen. They know to hold the childminder's hand when crossing roads.
- The childminder builds effective partnerships with parents. She keeps parents fully informed about their child's learning through, for example, termly written reports. The childminder shares the activities that children enjoy with parents and the next steps in their learning. This helps parents to further support their child's development at home. However, the childminder does not consistently exchange information about children's development with the other settings they attend, to support greater continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their roles and responsibilities in keeping children safe. They know how to correctly report concerns about a child's welfare. This includes how to respond if children are exposed to extremist views and activities. The childminder makes sure that the premises are secure so that children cannot leave unsupervised, and unwanted visitors cannot gain entry. The childminder and her assistant maintain valid paediatric first-aid certificates. The childminder has an emergency evacuation procedure in place which she practises every month with the children. This helps children to know how to respond in a real emergency.

What does the setting need to do to improve?

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

- share information with other settings that children attend, to support greater continuity in their learning.

Setting details

Unique reference number	102231
Local authority	Cornwall
Inspection number	10125361
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	12
Number of children on roll	9
Date of previous inspection	19 October 2015

Information about this early years setting

The childminder registered in 1993 and lives in Hayle, Cornwall. She works with her husband, who is her assistant. The childminder operates on Tuesday, Wednesday and Thursday from 8am to 5pm, during term time only. She holds a qualification at level 3. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a reading session with the childminder.
- The inspector spoke to the childminder, the assistant and children at appropriate times during the inspection.
- The inspector took account of the verbal and written views of parents.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and public liability insurance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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