

Childminder report

Inspection date:

7 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive and are well cared for. They warmly greet the childminder and her co-childminder when they arrive. Children quickly settle and engage in play. They explore the interesting activities the childminder has provided for them. Two-year-olds use rice to make pretend dinner. They use the scales to weigh and measure, and begin to recognise numbers. One-year-olds explore books. They hold it the right way around and turn the pages independently. All children make good progress. This is because the childminder has a well-sequenced curriculum. Children stay focused for long periods of time, as the childminder plans activities that follow their interests.

Children develop high levels of confidence as they feel very secure. The childminder knows the children very well. She professionally meets their individual needs in a timely way. Children are willing to have a go and can freely test ideas. For example, two-year-olds want to clean off chalk marks from the fence. They look for solutions. The childminder offers suggestions. The children fetch a water spray bottle. They watch in fascination as the chalk disappears as they spray the water on it. Children relish exploring the garden as they feel very safe. They know the childminder watches them carefully.

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

- Children develop excellent language skills. The childminder skilfully models language for all children. She repeats simple words to one-year-olds as they pick up items. She engagingly reads stories to two-year-olds. They fill in missing words and shout out the end of the story, as the stories are familiar to them. Children learn names for numbers and language for space and measure.
- Children explore the world around them. They grow vegetables in the garden and know that the plants need water to help them grow. The childminder helps them to recall the names of the tomatoes. Children study insects as they find them in the garden and gleefully pick blackberries to eat as a snack. Sometimes, the childminder misses opportunities to extend children's learning even further, such as talking about the colours of the tomatoes and when they are ready to eat.
- The childminder uses her knowledge of child development to skilfully assess the children. She plans activities to ensure they learn new skills. The childminder plans the routine to skilfully help children develop their self-help skills. She encourages them to put their own shoes and coats on. She praises them when they independently wash their hands before snack. Children behave really well. They know the routine and happily join in with tidy-up time. The childminder supports children to be polite. Children remind each other of table manners. They look at the rules poster the childminder has made for them.

- The childminder supports children to develop a good awareness of healthy lifestyles. She takes them on many outings to explore the world and to develop their physical skills. Children run and climb at the beach. They learn to stay safe and coordinate their bodies. The childminder talks to the children about healthy foods. She explains why they are important for their bodies. Children enjoy a variety of healthy snacks.
- The childminder is very ambitious. She reflects on her practice and attends regular training. She recently attended a course about babies and the outside world. She has developed her practice to further allow babies access to outside activities. The childminder is passionate about partnership working, especially with other settings that the children attend or may move on to. She shares children's progress and next steps with them. She works hard to develop professional dialogue with these settings. This ensures children continue to make good progress.
- Parents have excellent partnerships with the childminder. They value her care and education. Parents particularly praise the experiences that the childminder offers their children. They know where their children are developmentally. This is because the childminder professionally shares children's progress and next steps. She takes on board parents views from home. This helps children to flourish, both at the setting and at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure her safeguarding knowledge is up to date and relevant. She competently understands her duty to keep children safe from harm and abuse. She knows all categories of abuse, including 'prevent' duty and arranged marriage. She can clearly identify potential signs of harm and knows who to refer concerns to. The childminder effectively uses regular risk assessments to ensure children are safe in her home and when they are on outings.

What does the setting need to do to improve?

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

- identify and extend all opportunities for children to learn during activities.

Setting details

Unique reference number	2505424
Local authority	Cornwall
Inspection number	10191713
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Falmouth, Cornwall. She operates Monday to Thursday, from 8am to 5.30pm, all year round. The childminder works alongside her co-minder, and they both hold a level 3 relevant childcare qualification.

Information about this inspection

Inspector

Sian Bath

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 this was having on children's learning.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact this had on children's learning.
- 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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