

Childminder report

Inspection date: 2 November 2021

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 settle quickly in this happy, warm and homely environment. They are secure in their daily routines and manage small tasks, such as helping themselves at mealtimes, confidently. The childminder ensures all children feel valued and develop a sense of belonging. For example, she displays their photographs to encourage children to talk about themselves and their families.

The childminder and her assistant are calm, patient and treat children with kindness and consideration. This supports children to share, take turns and play together happily. They gently and quickly intervene in any small disputes the children have about toys. Children learn to think of others and understand how to behave well.

The childminder works very effectively with her assistant. They have a shared approach to childcare so children benefit from consistency in their learning and development. Parents speak very highly of the childminder and the care their children receive. They particularly appreciate the many outdoor experiences their children enjoy. Children love exploring their local area and do well in their physical development.

The childminder has adapted some arrangements for parents to collect their children during the COVID-19 pandemic. She has kept in close contact with them, keeping them well informed about children's progress.

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

- The childminder gets to know children well and continually considers their next steps in learning. She uses children's interests and their curiosity about the world around them to help them to move on in their development. For example, children noticed a police officer helping children to cross the road near to the school. They have enjoyed finding out about people who help to keep them safe in their local area, using puppets and looking at books.
- Children gain good communication skills through the many conversations they have with the childminder. Together with her assistant, she encourages children to extend their sentences and try new words. They listen carefully to what children have to say and ask questions to extend their speaking skills further.
- The childminder makes the most of opportunities to help children to develop good mathematical skills. She encourages them to notice shapes as they use building blocks, for example. Children are able to compare sizes and quantities with the guidance of the childminder. They enjoy making towers 'taller' and bridges 'longer' as they make their models with the blocks.
- The childminder and her assistant interact with children well. They join in their

pretend play and keep them engaged and interested throughout activities. Children enjoy rolling out play dough and develop good manipulative skills, for example. However, at times, the childminder does not give children opportunities to work things out for themselves, for example how they can make a longer shape with the dough. This would extend their problem-solving skills even further.

- Children benefit from healthy and nutritious home-cooked meals. Parents comment that their children will try a wider variety of healthy food at home and develop a balanced diet. The childminder works in good partnership with parents to ensure there is a consistent approach to children's learning and development. They have regular conversations each day and the childminder shares photographs of children taking part in activities.
- The childminder regularly reviews her practice with her assistant and they plan positive improvements for the future to enhance children's experiences. The childminder is aware of how to work with agencies and professionals to help all children to reach their full potential. She has made links with other providers and local schools to help children to move on in their education with ease and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs that might lead them to be concerned about a child's welfare. They attend regular training to keep their child protection knowledge up to date, and have a clear understanding of the procedure to follow to keep children safe from harm. The childminder and her assistant work together to ensure their home is clean, safe and secure. Children can play and explore in safety under their careful supervision. They carry out regular checks of all equipment and consider how to keep children safe 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:

- provide more encouragement to children to work out simple problems for themselves, to extend their thinking skills further.

Setting details

Unique reference number	2520961
Local authority	Cornwall
Inspection number	10206570
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Torpoint, Cornwall. The childminder works with an assistant and operates Monday to Friday from 7am until 6pm all year round. She receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector took account of the views of parents in their written comments, and talked to children.
- The childminder and the inspector had a learning discussion to establish how the childminder organises the curriculum.
- The inspector looked at a variety of documents, including suitability checks and paediatric first-aid certificates for the childminder and her assistant.
- The childminder and the inspector evaluated an activity and discussed the children's learning.

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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