

Childminder report

Inspection date: 11 May 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 of all ages are confident, settled, and happy in the setting. The childminder works well with her co-minders and assistant to plan an exciting environment, where children are keen to play and explore. For example, children are fascinated by the natural world, such as studying how a caterpillar becomes a butterfly. They are motivated, inquisitive, and excited to take part in the activities. Children have good opportunities to explore the resources they use in activities and experiment with their own way of using them. For example, they recall and embed their learning as they use the play food from a story. They gain confirmation from the adults as to what the unusual items are called, such as salami, and use it in their play. Children concentrate well during whole-group activities. For example, they recall going to the farm and the animals they saw, to contribute to songs, such as Old MacDonald. Then they listen well and follow instructions for playing musical instruments soft and loud.

Parents no longer enter the setting as they did before the COVID-19 pandemic. Through discussions with parents, they have agreed to continue this as children settle quicker. Parents confirm their children love going to the setting and comment that their children's confidence, independence and speaking skills have improved.

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

- All children make good progress. The childminder gets to know the children well and through effective discussions with parents and her own observations, knows what they need to be learning next. This helps her to quickly identify where children are not reaching their milestones and may need additional support. She seeks advice from other professionals and plans to narrow any gaps.
- The childminder plans exciting, challenging activities that inspire children to learn. For example, older children become engrossed in predicting the colours they will make when mixing coloured water and are eager to find out if they are correct. They manipulate pipettes, test tubes and funnels. The childminder uses good questioning techniques and children focus on their answers. However, occasionally, quieter children do not have the time they need to speak and respond.
- The childminder engages older children in good discussions and introduces new vocabulary and repeats its use, so children ask for items by the correct name, such as funnel. However, adults are not always as effective in recasting young children's use of words such as piggy and horsey, so they do not consistently hear correct pronunciations of language.
- Children develop a good understanding of keeping themselves healthy. For example, they follow the sequenced picture cards to know the order to carry out tasks to wash and dry their hands. Adults act as good role models for healthy

eating and children drink plenty of water. The childminder carries out good hygienic nappy changing procedures. She uses the routine well to interact with young children, so they cooperate and feel secure, as their needs are met well.

- Children understand the childminder's high expectations, behave well, and have strong relationships with the childminder, the other adults, and each other. They enjoy their learning and persevere with tasks, showing satisfaction with their achievements. However, the childminder is sometimes quick to solve problems for older children rather than support them in considering what to do for themselves.
- The childminder has good partnerships with parents. Parents' comments show they are extremely happy with the care provided. They confirm the good communication and how this supports children's development at home. There are strong links with the local pre-school, where some children attend. This ensures that they can all work together successfully to support children's learning and development.
- The childminder seeks parents' and children's views to evaluate her practice. She works closely with her co-minders and assistant, to review their provision and ensure continuous improvements. The childminder continues to develop her knowledge and skills through ongoing professional development. For example, she has looked at the impact mental health can have on children's well-being and now ensures she also takes action to enhance her own health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of all aspects of safeguarding children. She knows how to identify signs that a child may be at risk of harm and has good guidance to refer to for recognising and reporting concerns. The childminder carries out good risk assessments and together the childminders keep their premises safe and secure. For example, they have good procedures to keep the children away from hazards while the patio is being re-laid.

What does the setting need to do to improve?

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

- ensure all children have opportunities to ask and answer questions and hear correct pronunciations consistently, to support their developing communication and language skills
- build on ways to support children in considering ways of solving problems for themselves, to enhance their thinking skills further.

Setting details

Unique reference number	2522161
Local authority	Cornwall
Inspection number	10208118
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from her parents' home in Crofthandy, near Redruth, Cornwall. She works with her parents, who are also registered childminders, and their assistant. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education to children aged four years.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account on their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminders' intentions for children's learning and the safety of the premises.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder of a group activity and held discussions at convenient times.
- Parents shared their views of the setting with the inspector through letters left for the inspection and the inspector talked to children.
- 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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