

Childminder report

Inspection date: 22 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children have a superb time with the childminder. She plans many exciting, engaging activities and outings to stimulate and build on children's interests. New ideas from training help her adapt practice to encourage children's participation. For example, the childminder provides tools and space to inspire children's mark-making and early writing skills outdoors. She comments that this is highly successful as the children love being able to draw on a larger scale and everyone takes part.

The childminder has superb relationships with parents. She makes sure she gathers information from them about what children know and do at home. She works with parents to support children's development and overcome minor problems. For example, she provides ideas and suggestions to help children share, take turns, potty train and try new foods. Children enjoy highly consistent support, develop well and try new things.

Children become confident learners who are well prepared for the next stage of their learning. The childminder has excellent communication with teachers at local schools. She discusses children's upcoming move, organises visits and shares information with parents. In her setting, the childminder adds school uniform and book bags to the imaginary play area. Children have specific packs they can take home. The packs contain a story about going to school, activities linked to reading and writing, and a factual sheet about the primary school they will be going to. They also get a t-shirt and shorts in a bag to practise changing for physical activities. Children enjoy using the different activities and feel secure about their move to school.

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

- The childminder has expert knowledge and teaching skills. She uses these superbly to make sure children achieve the best possible outcomes. She has meticulous plans and knows what children need to learn next. She shares these with her co-childminders and assistants to enable them to extend children's learning as they play.
- The childminder takes advantage of spontaneous opportunities to extend children's interests and learning. For example, outdoors, children are keen to look for insects. The childminder finds a factual book for them to look up different insects. Children get the magnifying glasses and go on a 'bug hunt', getting all their friends to join in. For story time, the childminder selects a book about a slug going to a party with insect friends. She encourages the children to recall what insects they found and to match them with those in the story. Children show amazing recall and show extremely well what they now know.

- Children have tremendous patience and respect for others as they play. They take turns rolling dice to choose a colour. Then they select a wooden peg from a tray to see if they can match the colours. Children celebrate when they find the right colour. The childminder talks with the children as they play. She models well how to handle disappointment, when on her turn she does not match a colour. Children have superb memories, as they remember where different colours are. They concentrate fully, staying motivated to join in.
- There is a strong focus on supporting children's communication and language. The childminder uses signs, words and children's home languages to encourage talking. At welcome time, children eagerly join in the songs, using words and signs to say 'hello' to everyone. The childminder uses questions, poses challenges and offers new words as children play. She leaves plenty of time for children to think and respond. Children are learning that their views, thoughts and ideas matter.
- The childminder regularly takes the children on wonderful outings in the local community. Recent outings include the beach, an owl sanctuary, poppy fields, a castle and a lavender farm. The childminder uses the experiences to build on learning in the setting too. For example, she sets up a water play activity which includes the lavender flowers. As children play, they recall what they saw at the farm. They explore the scent and texture of the flowers and tell the childminder they are making a 'potion'. The childminder extends children's skills, introducing different tools and containers. Children work out how to make the whisk turn to stir up the water. They fill and empty containers, making predictions about how much each one will hold.
- The childminder teaches children about healthy lifestyles and practices. She provides healthy snacks and encourages children to try new foods. If children are reluctant to try something new, she encourages them to take 'elephant' or 'mouse' bites at first. Children receive huge amounts of praise for trying new things, which encourages them to eat more. The childminder and children talk about how food is good for you, providing energy and helping them grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants and co-childminders understand how to act on concerns about the welfare of children. She knows how to refer allegations about herself or other adults who care for the children. The childminder reviews the risk assessments for the house, garden and outings regularly with her co-childminders. Changes make sure risks are managed and children stay safe. The childminder involves children in assessing risks. Children learn how to keep themselves safe, understand about good hygiene practices and develop excellent self-care skills. All children are eager to help and take pride in caring for their play spaces.

Setting details

Unique reference number	2548543
Local authority	Cornwall
Inspection number	10215651
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	0 to 4
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2019. She works in Truro, Cornwall. The childminder provides care from 7.30am to 6pm, Monday to Friday, all year round. She works with two other childminders. The setting is known as 'Rising Stars Truro'. All three childminders hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Anita McKelvey

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 in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector.

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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