

Childminder report

Inspection date:

11 May 2022

Overall effectiveness	Outstanding
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

The childminder is passionate about her role and strives for excellence for her and her co-childminders. She has an excellent understanding of how children learn and develop, which she shares with the other adults working with her. She ensures that children have high-quality learning experiences.

Children show high levels of confidence and emotional security. They chat enthusiastically with friends and adults. They are keen to learn from the moment they arrive, eagerly joining in with activities.

Children understand the high expectations for their behaviour. The childminder ensures that all adults working with her consistently model how to behave. All children, even the youngest, show amazing respect for others. For example, they respond with 'please' and 'thank you' when offered food at snack time, without being prompted.

Children gain excellent skills that prepare them extremely well for the next stage in their learning. The childminder shares home learning packs with parents. For example, she supplies information about the move to school. She includes activities for self-care and independence, such as helping children to be able to put on a T-shirt and shorts. She also provides activities linked to recognising letters in their own names. Children are motivated learners. They remain focused and engaged in activities of their choosing for long periods of time.

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

- The quality of teaching is outstanding. The childminder consistently challenges and stimulates children's thinking. The childminder, with her co-childminders and assistants, plans engaging activities and experiences across a broad curriculum. They include children's interests, which encourage their involvement brilliantly. This contributes to children's excellent progress.
- The childminder focuses on supporting children's communication skills. She uses signs, words and other languages that children speak to extend talking. She makes sure that she provides children with plenty of time to respond when she asks questions. She looks at children and listens to their responses. Children know that the childminder values their thoughts and opinions.
- Children's independence is promoted as they play and learn. The childminder makes sure that children can access all the toys and resources. She encourages them to think about the play spaces when selecting what they want. Children know the signs for tidy-up time. They all stop when the childminder raises her hands to tell them it is time to tidy up. Children understand the importance of putting the toys back in the right boxes so they can find them the next time. All

children help to put toys away and take pride in helping to care for their environment.

- The childminder has an excellent understanding of what children know and what they need to learn next. She uses what interests the children to build on their learning and development. For example, she supports their developing imagination and mathematical development through stories. Children choose a favourite book about three billy goats. They recall the events and characters in the story, using signs and words to express themselves. They count how many billy goats cross the bridge and work out how many are left. They identify their favourite parts of the story, especially the roaring sound of the troll.
- Partnership with parents is superb. Parents comment on the individual care and support that the childminder provides. She identifies children who need additional support. The childminder puts in place strategies, in conjunction with parents and other professionals, to help them catch up. She makes sure that where children have dietary or other needs, she shares this information with her co-workers. She seeks further training for herself and her co-childminders to ensure they meet children's individual needs fully.
- Children show fantastic respect for others. They manage emotions and frustrations amazingly well. For example, they ask for help when playing with the wheeled toys outdoors. They explain to the childminder that they would like a turn, saying that they are not happy as they cannot go on the tricycle at that time. They wait patiently for their turn and thank their friends for letting them have a go. The childminder makes sure that she rewards their efforts by praising them for good sharing and turn taking.
- Children's understanding of the world around them is explored very well. Children experience many outings to local parks, the aquarium, zoo and, most recently, a trip to a nearby farm. Here, they saw lambs being born. Back at the childminder's home, they have created their own farm using natural materials, such as pine cones, grasses, leaves and twigs. They have included the farm animals and vehicles, and talk animatedly about what they saw, recreating this in their play. They talk about how they need to care for the animals to help them grow, and how they need to care for each other too to help them thrive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, her co-childminders and assistants have an excellent understanding of how to keep children safe. They know the potential signs and symptoms that may mean a child is at risk of harm. They know how to record concerns and who they can go to for help. The childminder continually reviews her risk assessments. She updates these effectively to ensure children are safe when out and about, as well as at home. The childminder has excellent recruitment, induction and ongoing professional development processes. These ensure the continued suitability of staff, as well as improving teaching and learning skills.

Setting details

Unique reference number	2548590
Local authority	Cornwall
Inspection number	10215654
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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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