

Childminder report

Inspection date: 21 June 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 eagerly arrive and excitedly explore the warm and stimulating environment. They quickly engage in meaningful play as they are secure and confident. Children know that the childminder cares for them and wants them to succeed. All children make good progress as there is a well-sequenced and rich curriculum. The childminder has high expectations for all children and is ambitious for them. She plans activities and resources carefully to meet each child's needs. For example, one-year-olds seek out trucks and plastic boulders to move around. They enjoy pushing the trucks up and down ramps and over different surfaces. Older children explore a basket of purple items as they think about the colour purple.

Children behave well and confidently ask for help when they want or need something. The childminder sensitively supports younger children with their care and routine. She plans the day around their needs and provides challenge. For example, the childminder engages children in a group activity to learn rhymes and songs. She keeps the activity short as they are young and want to go outside to explore. The childminder encourages children to sing songs first and they stay focused as she uses props and movement to engage them.

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

- All children develop good communication and language skills. Toddlers learn new words rapidly as the childminder uses lots of picture cards and repeats words. Toddlers enjoy practising these words, and laugh as they say the more difficult ones. For example, during a sand tray activity, they learn words for different sea creatures. During snack time, children are encouraged to say what fruit they would like for snack next week. They learn names of different fruits through pictures. Older children enjoy having a choice. All children snuggle close to the childminder to share stories and books. They enjoy repeating phrases and words and talking about the pictures.
- Older children learn to independently solve problems and think for themselves. For example, they construct an obstacle course and find ways to safely make a platform to jump off. Children beam with pride as they achieve their goal. Toddlers find a spider from a collection of rhyming objects when asking to sing 'Incy Wincy Spider'. The childminder encourages the children by using open-ended questions and offering praise and encouragement.
- Children develop their self-help skills very well. The childminder expertly encourages them to help with tidying up, preparing snacks, and getting themselves ready to go outside. She supports them to have a go even when they find things difficult. For example, when outside, older children want to explore mixing coloured water. The childminder suggests tools they can use and

where these are. She praises the children when they successfully find the tools and use them to mix the water. Toddlers want to go on the trampoline. The childminder encourages them to safely climb the ladder independently. Their faces light up as they manage to climb all the way.

- Partnerships with parents are very effective. Parents really value the communication they receive from the childminder. She ensures that parents know what their children have achieved and what their next steps are. The childminder shares the days activities and care routines well so parents know what sort of day their child has had and how to support them at home.
- The childminder is very committed to improving her education and care for children. She seeks the views of parents to help her reflect and improve her services. The childminder is also a member of a quality childminding group which allows her to discuss practice and share ideas. She does not currently share children's progress with other settings. This means children's progress may get delayed as other adults and teachers will not know their achievements.
- The childminder supports children to understand the importance of having a healthy lifestyle. She cooks nutritious, healthy meals and talks to the children about why these are important. The childminder helps children to think about the impact of exercise on their bodies as they run and climb outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very robust knowledge of how to safeguard children. She understands her responsibility to ensure children's welfare and knows how to take quick and appropriate action if she has concerns. The childminder attends regular training and knows how to identify all forms of abuse, including 'Prevent' duty. She regularly risk assesses her home and garden to ensure all children are safe and free from harm. She quickly acts to remedy areas identified as unsafe.

What does the setting need to do to improve?

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

- develop a system to share information about children's progress and next steps with other settings they attend or are moving on to, to ensure continuation of children's progress.

Setting details

Unique reference number	2564046
Local authority	Cornwall
Inspection number	10232172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
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 Redruth, Cornwall. She operates from 7.30am to 6pm Monday to Friday during term time only. The childminder receives early years government funding for two-, three- and four-year-old children. She has a relevant level 3 early years 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact 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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