

# Childminder report

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Inspection date: 9 September 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a warm and friendly setting where children are safe and emotionally secure. When children are a little unsure, they seek comfort from the childminder. They receive a cuddle and soothing words and they quickly settle. Children visit local parks and places to learn about the wider community. They hunt for bugs in the trees on their walks to the local parks, and the childminder enables them to share a wide range of resources to discover, explore, learn and enhance their skills at their own pace. Children gain in confidence and become increasingly independent when choosing toys and relating to others. They enjoy looking at books, and the childminder repeats new words, sings songs and encourages discussions with children as they play.

Children actively explore the garden. They enjoy practising their skills and developing their muscle strength in their arms while they wave the brushes around, and confidently climb on and over the appropriate equipment. Children skilfully roll the balls down the path. They develop their mathematical skills as they count how many balls they have. Children form positive friendships and the childminder constantly praises them for their efforts, helping to build their self-esteem.

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

- The childminder knows what she wants children to learn next. Children lead their play through the childminder's planned activities. She encourages them to make choices about what they want to play with and is quick to adapt her teaching to suit the needs and interests of the children. The childminder uses children's next steps to build on their knowledge, enabling them to make progress in their development.
- Partnership working with parents is good. The childminder is passionate about supporting parents and involving them in all aspects of her provision. Parents are very complimentary about the care their children receive.
- Children choose what and where they want to play. Generally, they become deeply engaged in their learning. However, at times, children cannot always gain the most from the experiences available to them because of how the environment is set up. This can sometimes stop them being able to engage fully in their learning and gain the most from the activity or experience.
- The childminder understands how to promote children's emerging speech development. For instance, children dance and sing to familiar songs such as 'Twinkle twinkle little star', being encouraged to sing as they act out the movements.
- The childminder encourages children's understanding of numbers through everyday activities. Children learn to count and compare the size and shape of various objects. For example, they count out the cups and plates needed at

mealtimes, and older children recognise the shape of the plate.

- Children develop independence from an early age. They use their personal skills successfully, for example when pouring their drink at snack time and when putting their shoes on. The childminder helps children to learn about taking care of their own safety. For example, she models the use of wearing a helmet when riding a scooter. However, children are not encouraged to develop a sense of responsibility. Resources are often left out, which results in the children becoming distracted during a focused activity, or the childminder tidies all the resources away herself.
- The childminder ensures children have access to outdoor play. This promotes a healthy lifestyle for children to flourish. Children enjoy spending time in the garden, which supports their physical skills. They are encouraged to make links in their learning by recalling some names of insects they found on a bug hunt the previous week.
- Children show good levels of determination in their play and have a go until they achieve what they set out to do. For example, younger children enjoy rolling different size balls down the path and are delighted with their accomplishments, which they share with the childminder. This supports their self-esteem.
- The childminder supports children to take risks. For example, younger children enjoy climbing in and out of a toy car independently and balancing on the outdoor equipment by themselves. However, there are not clear enough expectations in place to help children develop their personal, social and emotional skills. For example, on the day of the inspection, the childminder encouraged the children to use a sand timer so they could see how long they had left before having to swap. She did not support the children with this and, as a result, they started to push each other out of the car.
- The childminder has a good knowledge of how to support children if there are concerns that they are falling behind in their development. She has accessed some training to build her knowledge and knows how to use additional funding to support children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs of abuse and the procedures to follow if she believes that children are at risk. She understands her responsibility to report concerns and knows the process for doing this. The childminder has a good understanding of the issues in society, such as the 'Prevent' duty. She is aware of the process if there is an allegation made against anyone in her household and ensures their ongoing suitability. The childminder carries out regular risk assessments to ensure all areas are safe for children to access.

## What does the setting need to do to improve?

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

- review the organisation of activities to support children's individual needs and to ensure learning can be maximised
- support children to develop their understanding of taking on small responsibilities so that they work cooperatively with each other
- further support children to manage their behaviour.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2594758                                                                           |
| <b>Local authority</b>                             | Cornwall                                                                          |
| <b>Inspection number</b>                           | 10251351                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Wadebridge, Cornwall. She operates from 8am to 5.30pm Tuesday to Friday all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification.

## Information about this inspection

### Inspector

Stephanie Ayres

### Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector spoke to parents and reviewed their written feedback.

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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