

# Childminder report

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Inspection date: 30 January 2023

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

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

### **The provision is outstanding**

Children have a wonderful time in this exciting and engaging learning environment. They have free access to lots of interesting and stimulating activities. For example, they develop creative and imaginative skills as they play with toy animals and cooking utensils, pretending to feed their pets. They enjoy a wide variety of learning experiences including many exciting trips out to local sites like the beach, local parks and toddler groups. On a recent trip, young children enjoyed learning about birds, what they eat and their habitat.

Children are enthusiastic and show high levels of curiosity as they play and learn. They often ask why things have happened, and the childminder provides clear and informative responses. She supports children to understand and gain new knowledge. For example, young children ask why it was important not to push the glue stick up too high. The childminder explains it would break if it stuck out too much.

Children show they are very happy and safe with the childminder. They sing songs to themselves as they explore activities and revel in their play. Children are kind to each other and cheer as they celebrate each other's achievements. They readily help each other and say 'please' and 'thank you' without prompting from the childminder.

Children deeply engage in their work and play and sustain high levels of concentration. For example, young children enjoy a group craft activity for over 20 minutes. Children know they are unique and flourish.

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

- The childminder has created an exciting and ambitious curriculum. For example, young children enjoy building a robot, connecting separate parts with screws, nuts and bolts. They wear 'tool belts' to carry toy screwdrivers, which they put on independently. They display excellent fine motor skills and hand-to-eye coordination while they assemble the robot. Children make exceptional progress in their learning and development. For example, young children competently name and draw shapes like circles and squares, use scissors to cut shapes out and glue them to paper to make robot images. The childminder ensures most-able children are appropriately challenged with extensions to activities. For example, the shape-activity extension introduced the name and shape of the pentagon and counted the number of sides the shape has.
- The childminder supports children to be excellent communicators. Children are confident and happy in conversation and eagerly explain what they know and can do. They ask lots of questions and hold lovely conversations with the

childminder. She supports children to recall their prior knowledge. For example, she helps them to remember the name for the kiwi fruit and to recall which other fruit have small seeds inside or outside. The childminder consistently uses new vocabulary that guides children to communicate effectively. Children speak with increasing fluency. Young children speak nine- to 10-word sentences.

- The childminder ensures the curriculum's intent and implementation is securely embedded in her teaching and planning. Her interactions with children are of a very high quality. Children's experiences are coherently arranged to build knowledge and skills for children's future learning. For example, the childminder created an activity making a bird feeder, which linked to the recent trip. The impact of the curriculum on what children know, can remember and do is highly effective. Young children can name many colours and shapes and can write some letters. They are confident in counting to five.
- There is a strong emphasis on developing a love of reading and books. Stories link to and support the children's current learning and development. For example, the childminder reads 'No Bot, the Robot with No Bottom'. Later, the children use this book to support their creative designs for a new robot. The childminder reads to children in an exciting way. Children engage and ask questions. They discuss emotions and whether the robot feels happy or sad.
- The childminder has excellent links with other early years professionals including local childminders. They meet and share activity sessions together, and best practice. She is currently training for a level 4 childcare qualification. She effectively reflects on her practice. The reflection and training consistently and positively influences the education she offers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge and training up to date. She is able to recognise signs that a child is at risk from harm. She has a strong understanding of child protection procedures. She knows how to keep a record of incidents and refer concerns to the appropriate agency. The childminder conducts daily risk assessments on her home and garden to ensure children are safe. She conducts risk assessments before trips out and ensures she takes a first-aid kit with her. She teaches children road safety. She sterilises toys and equipment regularly to ensure her home is clean and safe.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2599174                                                                           |
| <b>Local authority</b>                             | Cornwall                                                                          |
| <b>Inspection number</b>                           | 10262819                                                                          |
| <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 11                                                                           |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She works from her home in Callington, Cornwall. She provides care from Monday to Friday, throughout the year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Victoria Jones

### 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 provider and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and the intent of the curriculum was discussed.

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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