

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming environment. Children are happy and show they feel completely 'at home' in her care. They move confidently around, choosing what toys and resources they would like to use. Children are fond of the childminder and spontaneously seek reassurance and cuddles from her. This helps to promote children's self-esteem and confidence. Children know the daily routines well. For example, on arrival, they know to place their shoes in their own storage box. Children learn good social skills from the childminder, who has high expectations for their behaviour. For example, they are gently encouraged to wait for their friends to finish eating before they leave the table to play.

Since the last inspection, the childminder has received support from the local authority and she has attended training. As a result, she has made improvements to her practice. Children have access to an engaging curriculum which is built around their interests and preferences. As children play, the childminder joins in and talks about what the children are doing and what they may wish to do next. This helps to increase children's focus on the activities and experiences she provides.

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

- Children are eager and curious learners. They have positive attitudes towards learning. For example, they carefully push uncooked spaghetti into balls of play dough. They take time to thread the round cereal shapes onto the spaghetti. The childminder supports children to count the shapes and helps them to decide which tower of shapes is the tallest. This helps children to sustain their attention and develop their small-muscle skills.
- Children enjoy regular outings to farms and other places of interest. These provide children with new experiences and to find out about their local environment. The childminder encourages them to recall and talk about what they saw and what happened during their visits. Children happily chat about travelling on the steam train and remember the different animals they saw.
- The childminder supports children to become independent when managing their own needs. For example, children keenly wash their hands before eating, confidently use cutlery to feed themselves and help to place their rubbish in the bin. Children sit together to share mealtimes with their friends. The childminder praises them for following good hygiene procedures and having good manners.
- The childminder has a clear vision of what she wants children to learn and why. She uses children's previous experiences and builds on their acquired knowledge. For example, when children show an interest in the spiders they find in her garden, the childminder places toy spiders with microscopes on a tray for the children to explore. Children are excited to look at them and spontaneously

start to sing a nursery rhyme about spiders. However, the childminder does not capitalise on key opportunities as they arise to interact with children and model key skills to extend learning further.

- The childminder works closely with professionals, including those who provide specialised help for children who need additional learning support. She considers the views of other professionals and identifies where further improvements are required, such as further training to help children to become confident communicators.
- Children's physical health is well supported. The childminder provides a healthy range of home cooked meals. Children learn how to brush their teeth. They listen to stories about visiting the dentist. This helps children to share their experiences and to learn more about the importance of oral health.
- The childminder understands how important structure and routine are for young children. Children happily help to place the bedding on the floor for their afternoon sleep. They are soothed by soft music; this helps to add to their sense of security and belonging.
- Parents speak highly of the education and care their children receive. They comment on the variety of experiences, including outings. Parents know that their children are safe, enjoy home-cooked food and are making good progress. They praise the regular communication through an online application that shows their children happily engaged in fun activities.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, appropriate improvements have been made to safeguarding procedures. Additional training has been attended and amendments have been made to some recording systems. The childminder has secure knowledge of all aspects of safeguarding. She is confident about recognising the signs that may suggest a child is at risk of harm. She knows who to contact and the procedures to follow. There are robust recruitment procedures in place. The childminder has ensured her assistant has attended training and is familiar with her policy. The childminder teaches children to play safely and helps them to recognise their feelings and those of others. She completes thorough risk assessments for her home and for outings.

What does the setting need to do to improve?

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

- continue to improve interactions and modelling of skills with children to deepen children's knowledge and extend their learning to a higher level.

Setting details

Unique reference number	2599826
Local authority	Cornwall
Inspection number	10260528
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	1 to 3
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 October 2022

Information about this early years setting

The childminder registered in September 2020 and lives in Trispen, near Truro in Cornwall. She offers care each weekday, all year round. The childminder holds a relevant degree qualification. She works with an assistant at times. The childminder accepts funding to provide free education for children aged two, three and four years.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision for children.
- The inspector talked to children at appropriate times during the inspection.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector reviewed a sample of documentation, including evidence of the suitability of the assistant and persons living in the household.
- The inspector spoke to parents and looked at written feedback. The inspector took account of parents' views.

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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