

Childminder report

Inspection date: 14 February 2025

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

This passionate and dedicated childminder creates an environment where children flourish. The children feel happy and at ease, as if they are at home, enjoying the childminder's company and often offering her cuddles. She builds strong relationships with both the children and their families, taking the time to learn about their interests and experiences at home. This information enables her to plan engaging learning experiences that develop skills for future growth.

The children are enthusiastic learners, eagerly exploring the available resources. For instance, in the garden, they show great focus as they experiment with making potions using various cups, pots, whisks and scoops. The childminder enhances their learning with meaningful interactions and by modelling positive language.

The childminder encourages children to discover and connect with their community. By organising purposeful walks, she supports their physical development while helping them to learn about keeping themselves safe. For example, children learn about road safety. Visits to local shops and a nearby care home help children build confidence in unfamiliar environments and learn about different generations.

Children display good behaviour and are given opportunities to express and talk about their emotions. The childminder selects thoughtful stories about emotions and uses the concept of turning emotions into colours to help children better understand how they are feeling.

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

- The childminder builds positive relationships with all the children, taking the time to understand what makes each child unique. The childminder gains information about children's development at home from parents, then she thoughtfully plans the next steps for each child. This approach helps the children make strong progress. She draws on her understanding of children to offer a range of exciting and fun learning opportunities, which keep them interested and highly engaged.
- The children explore the natural world through insightful interactions with the childminder. When they find a pine cone in the garden, the childminder explains that it is closed to protect its seeds from the cold and rain. As the children spot birds in the garden, the childminder helps children to identify and name individual birds, enhancing the children's knowledge. Children then decide to place food on the bird table, understanding that birds have difficulty finding food during the winter.
- Children show a keen interest in books, and the childminder reads to them several times throughout the day. She supports their communication and language development effectively by introducing a variety of vocabulary. The

childminder encourages children to create their own stories using objects from a 'story bag' and to use their imagination.

- Children are encouraged to be confident and independent. They put on their wellington boots and try to zip up their own coats in preparation for outdoor play. Eager to take on responsibilities, they are motivated to do things on their own, such as carrying plates to the table for snack time. This supports children to gain key skills that are needed for their stage of development. Children are well behaved and show consideration for one another. However, there are times when toys and books are dropped on the floor, and children are not encouraged to pick them up. The childminder does not support children to learn the importance of looking after things.
- Parents deeply appreciate the nurture, care and support the childminder provides for their children. The childminder collaborates closely with parents to support children's development, sharing updates daily and receiving monthly written feedback about the children's activities from home. The childminder recognises that parents engage more using social media and has, therefore, adapted her practice to meet these needs. She shares information about children's progress and consistently promotes a two-way flow of communication to support home learning.
- Some children attend other settings in addition to the childminder's setting, and she actively shares information with those settings to support the children's learning and development. However, she does not consider ways of sharing information around children's development with local schools to support their transition.
- The childminder regularly reflects on her practice and researches new ideas. She is part of a childminder network and has the guidance of a mentor. The childminder is dedicated to enhancing her knowledge and practice, and this supports her to provide good-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children learn about the importance of looking after and respecting books and belongings
- enhance the arrangements for two-way sharing of information with local schools to support the transition for children.

Setting details

Unique reference number	2692196
Local authority	Cornwall
Inspection number	10372229
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in a small village on the outskirts of Helston. She provides care Monday to Friday, 9am until 3pm, all year round. The childminder holds a level 3 qualification in early years. The setting provides government funded places for childcare.

Information about this inspection

Inspector

Sharon Elliott

Inspection activities

- The childminder explained her curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector received written feedback from parents and considered their 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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