

Childminder report

Inspection date:

16 December 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are joyful, secure and very curious in the childminder's care. Toddlers speak confidently and often ask questions, such as 'What are Christmas decorations made of?' The childminder always responds to these questions with clear answers, which further builds children's knowledge. The highly knowledgeable and skilled childminder has created a rich learning environment where children can develop and thrive. The ambitious, highly effective and well-embedded curriculum ensures that children of all ages make exceptional progress in their development. Planning is exemplary. The childminder understands the importance of giving children time to practise their prior learning, so they can secure their knowledge before introducing new skills and information. For example, she supports children in developing cutting skills by introducing them to a range of scissors, varying in difficulty of use. She progressively teaches them to become competent in using scissors. Children celebrate each other's successes, cheering for each other when they achieve something.

The childminder creates meaningful learning opportunities that link extremely well to other activities they have created. For example, children of all ages listen to a story about a 'fox' and some 'socks'. Afterwards, the childminder encourages children to each find a cuddly toy fox and a pair of baby-sized socks. The childminder supports young children to independently put the socks onto the toy fox's paws, developing hand strength, coordination and personal skills. Children are deeply engaged and concentrate in their play.

The childminder places a strong emphasis on personal and emotional development, ensuring that children of all ages feel secure and safe. The childminder's home is calm and relaxed, and children and adults speak in gentle, supportive voices.

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

- Children are wonderfully kind and respectful. They eagerly share their toys without being asked and invite friends to join in their games. They listen to each other and work together well. In the pretend 'home' area, where children pretend to feed babies milk, they suggest they need more milk, agree and all go to find more bottles. Additionally, while children build a structure with building blocks, they cooperate with each other. Young children competently count blocks up to the number 10, helping each other along the way. The childminder guides children to develop positive relationships, enabling them to create complex group-play scenarios independently. In another game, young children collaborate, forming a line of small toy animals waiting to join a boat. The children discuss the boat's colour and later agree to add human dolls, explaining to each other that these dolls can care for the animals.

- Children develop an inspirational sense of independence and advanced personal care skills. Before outdoor play times, young children independently dress themselves in outdoor rain suits. They show high levels of resilience and perseverance. The childminder successfully supports young children to become independent in toileting matters.
- Young children communicate very well. The childminder engages children in wonderfully rich conversations. Young children speak in extended sentences and use a wide vocabulary as they ask the childminder's opinion and confidently explain their own opinions. The childminder guides young children to develop their knowledge of letter sounds, for example, they explore the sound 'f' before reading the story about a fox.
- Creativity is a well planned area of the curriculum. The childminder recognises the importance of providing a wide range of creative materials for the children to explore, while also enabling them to express their own ideas and creative interpretations. For example, the childminder guides the children in making Christmas cards, encouraging them to develop their own designs.
- The childminder supports children of all ages to develop their knowledge and confidence in mathematics. Young children recognise and can name shapes, such as squares and triangles. They develop the ability to recognise numerals. For example, in a winter-themed play area, they look at a list of phone numbers and use a telephone to dial the numbers to call the 'polar bear' or the 'gingerbread man'. Additionally, the childminder guides young children to develop their mathematical ideas and understand dimensions as they explain which is larger, smaller or taller.
- The childminder has strong links with local schools and parents. She wonderfully prepares children for the next stage of learning by matching curriculum topics with the local schools. She teaches older children literacy using the same phonics system, and in preparation for the yearly school project about castles, she takes children to visit the castle. This helps to build children's knowledge and understanding and better prepare them for the next stage of learning. Additionally, parents report that children love their time with the childminder and that communication is very effective.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2692513
Local authority	Cornwall
Inspection number	10367759
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	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates Monday to Friday, from 8am to 6pm, all year round, including offering care for children after school and in the school holidays. The childminder takes six weeks' personal holiday spread across the year. The childminder is a qualified teacher and works with an assistant. She offers government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder, their assistant and the children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, their assistant and people living in their home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to parents and read their feedback during the inspection and took account of 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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