

Childminder report

Inspection date: 25 June 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

In this nurturing environment, children are happy, safe and secure. The childminder forms strong bonds with children, and this has a positive impact on their learning. The curriculum is ambitious and well planned, preparing children well for their next stage of learning. All children make good progress in their development.

The childminder supports children in being kind and respectful, teaching them to be polite and say 'may I?' and 'thank you'. She guides children to explore nature and the outdoors. The childminder helps children understand where food comes from and what animals need to survive. She builds children's memory skills and encourages them to recall what they already know, such as that eggs come from chickens. During an insect hunt, children eagerly match insect images with hidden insect toys, supported by the childminder. Pre-school children confidently identify a stag beetle and a ladybird.

Children are curious and engaged. They explore books, learning about experiences that go beyond their own. The childminder, for example, guides them in learning about planet Earth and its sections. They discover how volcanoes are created and what happens when they erupt. The childminder builds pre-school children's vocabulary, introducing them to new words like 'tectonic plates' and 'magma'. Children of all ages listen intently.

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

- There is a strong emphasis on supporting children to develop their imaginations. Children pretend to be dragons, hiding under a cape while the childminder pretends to be scared of their roaring, much to the children's delight. As they engage in creative play, children imagine running a café, serving croissants and coffee to the childminder. The childminder extends their play by chatting with them about the different ingredients they have got in the food basket, pointing out that chillies are hot and spicy. Children sing as they play, exploring music and showing how secure they feel.
- The childminder holds ambitious interactions with children. For example, they discuss two different balloons: one that drops when it is let go of and another that rises in the air. The childminder helps children understand that the balloons contain two different gases, helium and air, which causes one to rise. The childminder teaches children a broad vocabulary, and some children confidently pronounce words like 'extinct' and 'prehistoric'. However, at times, the childminder does not invite quieter children to join in the conversations, reducing their opportunities to practise their language skills and interact with others.
- The childminder helps children learn to wait and take turns and supports children to understand how their behaviour has an impact on others. When

children have difficulty sharing a toy baby, the childminder explains clearly why we sometimes need to share. Children are kind and invite others to join in their games. They have very good manners and are encouraged to sing a song of thanks before mealtimes.

- Children are supported in knowing that their opinions matter and in developing their confidence. They follow good personal hygiene routines, such as washing their hands before eating. However, at times, the childminder does not support children in developing their independence skills further, such as enabling children to wash their hands independently, serve themselves food at snack times and develop dressing skills.
- Children are guided to develop skills and confidence in mathematics. The childminder helps children figure out which items are bigger or smaller than others. Older children confidently count the number of spots on a ladybird up to the number 11.
- Parents give very positive feedback and value the regular updates on their children's progress. They recommend the childminder to others. Parents note that their children love spending time at the childminder's home.
- The childminder stays up to date with the latest early years developments. She regularly reviews children's progress to assess her provision. She has established good links with other early years professionals, including local schools.

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:

- engage quieter children more frequently into conversations to enable them to practise their language skills
- extend opportunities for children to develop independence skills.

Setting details

Unique reference number	2729661
Local authority	Cornwall
Inspection number	10398507
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 4
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in St Agnes, Cornwall. She operates all year round, from 8am to 5pm, Monday to Friday. She provides government-funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector spoke with the childminder and the children during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in the 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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