

Childminder report

Inspection date: 23 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

Children are happy and secure in this warm, home-like environment. The childminder has formed strong bonds with children, who thrive on spending time with her. Children love receiving cuddles from the childminder and invite her to join in their play with excitement. The childminder understands the significant impact positive relationships have on children's learning and development. The childminder speaks in a gentle and comforting manner, which helps children feel safe and secure.

The curriculum is well designed and effective, and children are well prepared for their next stage of learning. The childminder ensures that any assistants she works with have the skills and knowledge they need to support children's emotional development. She focuses on promoting children's personal, social and emotional growth, and every child makes good progress from their individual starting points. Children are curious, eager to learn and love exploring new things. Babies concentrate intently as they look at the images in a book. Toddlers build creative skills as they draw with chalk.

The childminder takes children on outings every week. They visit soft-play centres and local parks to support children's physical growth. They visit the local library, where children can explore books and meet people from the community. These outings help children develop their social skills and gain a sense of their place in the community.

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

- There is a strong focus on supporting children's physical development. Toddlers enjoy a daily 'wiggle' session, where they explore moving their bodies to music and rhyme. Young children develop their coordination and balance as they kick balls with competence. Others enjoy trying to do headstands, laughing as they see the world from an upside-down perspective. Children are supported in developing their hand strength as they pour water between containers.
- The childminder encourages young children to develop confidence in mathematics. When reading a story about counting, the childminder helps toddlers recognise number symbols, such as two and three. With an interesting and engaging voice, she counts from one to five, and the toddlers listen intently. Young children learn to recognise and name colours, like 'green' and 'orange'.
- Children are guided to develop their communication and language skills, with some young children speaking with fluency beyond their age. The childminder helps children build a wide vocabulary by speaking in a slow, clear voice and repeating new words for them to learn, such as 'splashing' and 'dinosaur'. At times, the childminder does not always invite quieter children into conversations

to extend opportunities for them to practise their language skills and interact with others.

- The childminder has developed a focus on teaching children to take turns and share. Children show kindness to others as they cooperate, pretending to cook a meal together in a toy kitchen. They are taught to develop good manners, such as saying 'please' and 'thank you'. The childminder helps children understand how their behaviour affects others. However, the childminder does not always apply behaviour management strategies consistently to all children, meaning, at times, some children are asked to follow the rules while others are not.
- Successful relationships with parents are key to the childminder. Parents' feedback is positive, and they report receiving regular updates about their children's progress. They comment that, since starting with the childminder, children have built their confidence and social skills. They comment that children love spending time at the childminder's home.
- The childminder ensures that she and her assistants continually develop their professional knowledge and skills by undertaking a wide range of training opportunities. She ensures that the training is relevant and has a positive impact on the children's development. For instance, the childminder recently completed a course on outdoor learning, which led her to alter the way she utilises outdoor time to extend her curriculum further.

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
- develop behaviour management strategies further to ensure that they are used consistently.

Setting details

Unique reference number	2730351
Local authority	Cornwall
Inspection number	10398822
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 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Truro, Cornwall. She operates from 7.30am to 5.30pm, Monday to Friday, all year round. The childminder is qualified at Level 3 in early years education and works with an assistant. She provides government-funded places for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder, her assistant and the children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on the 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, her 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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