

Childminder report

Inspection date: 2 December 2024

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 show they feel safe and secure. They enjoy warm and nurturing relationships with the childminder. With her support, children begin to understand their own feelings and how to manage them. For example, if children become overwhelmed, the childminder soothes them until they are calm. Children respond well to this and learn how to regulate their emotions. The childminder praises the children often and builds their self-esteem. Children feel proud of themselves when they carry out a task or are kind to their friends.

The childminder provides an ambitious curriculum that builds on what children know and can do and need to learn next. She observes children's interest in making marks. The childminder uses this to build on children's next steps of development. For example, the childminder provides opportunities for children to strengthen their finger dexterity and explore which hand they prefer to use. Children have time to practise how they hold and manipulate tools with each hand. They do this through painting, drawing and rolling dough. Children make progress in their early writing skills. They successfully begin to use a pincer grip while they paint and draw.

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

- The childminder supports children's thinking skills effectively. Children are curious. They discover how to connect small wooden trains together using the magnets on either end. Children concentrate as they solve how to do this and show positive attitudes in their learning. The childminder offers encouragement as children persevere to connect the magnetic trains and pull them apart.
- Children make good progress in their physical development. They improve their hand-eye coordination skills as they play with a balloon. Children tap it so it floats high above their heads. They stretch their hands out to try and catch it. On other occasions, children participate in 'baby yoga'. Children develop increased spatial awareness and gain confidence in what their bodies can do.
- The childminder builds on children's early literacy skills. She reads to the children often, and they listen intently. Children point out characters in the storybook. They learn how to turn the pages. Afterwards, they ask the childminder to read it again. The childminder teaches children about story structure and says 'the end' when the story finishes. Children remember and repeat this.
- Children are independent. They know how to wash their hands before they eat and learn about good hygiene. Children are alert to daily routines. For example, they know to hang up their belongings on their pegs. At other times, children know that when the timer goes off, it is time for lunch. Children are keen to feed themselves and begin to master how to use cutlery on their own.
- The childminder uses hand signs for 'please' and 'thank you' with children who

are still developing their speaking skills. She sings songs with children to help build on their vocabulary. However, the childminder does not always support all children's communication and language skills to ensure that they have enough time to process and respond to questions. For example, at times, the childminder asks children many questions in quick succession. On these occasions, children do not have time to understand what is being asked or formulate an answer before the next question.

- The childminder liaises with other professionals when appropriate. She shares information with other providers the children attend. This helps to ensure consistency in children's learning. The childminder regularly engages with a childminding mentor programme. She attends training on aspects of the early years foundation stage framework. As a result, the childminder offers a broad and challenging curriculum that helps children to make good progress in their learning.
- Parents comment positively on the daily feedback they receive from the childminder on their children's progress. The childminder informs parents about what children are working on next so this learning can continue at home. Parents state their children are more social since attending and that their children come away from the setting 'calm and happy'.

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:

- strengthen knowledge and understanding of how to support all children's communication and language skills to ensure that they have time to process and respond to questions.

Setting details

Unique reference number	2770088
Local authority	Cornwall
Inspection number	10371944
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 10
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 February 2024 and lives in Carharrack, near Redruth in Cornwall. The setting is called Mummy's Little Helpers. She offers care for children from 7am to 6pm, each weekday, all year round. The childminder offers government funded places for childcare. She has a relevant level 3 early years qualification.

Information about this inspection

Inspector
Jemma Honey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children communicated with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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