

Childminder report

Inspection date: 21 August 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children delight in their time here. The childminder speaks to children with warmth and care. She has formed strong bonds with them. Children are highly confident and eagerly engage in a wide range of activities that provide challenge and excitement. The curriculum builds on what children already know and can do. The childminder has high aspirations for children's learning.

The childminder promotes communication and language development superbly. She revisits prior learning experiences with children to help them recall knowledge and extend their understanding. For example, while children show curiosity in examining nature fact files on various animals and birds, the childminder speaks with them about deer they observed together on a recent walk. She uses challenging vocabulary such as habitat, tusks and startled, as she helps draw out children's learning from the experience. Children eagerly explain, 'We must take care of nature and animals living in it.' Children's understanding of the world is exceptional.

Children enjoy a curriculum that is plentiful in rich learning experiences in the local environment. The childminder prioritises providing children with an extensive array of learning opportunities outside. Children develop a real sense of their community as they explore woodlands, parks and a smallholding the childminder owns.

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

- Children's behaviour is exemplary. They demonstrate a positive attitude to learning. The childminder prepares them superbly for their next stage of learning. She promotes children's curiosity and inquisitiveness. Children confidently and eagerly ask questions to clarify their understanding of new ideas. For example, while examining a compass, older children ask about compass directions. The childminder manages this superbly to ensure all children have opportunity to participate. When younger children show interest but quickly wander off, the childminder approaches them at an appropriate time and offers them opportunity to explore the compass in their own way, in a slower, simpler way. The childminder skilfully adapts her interactions to support all children to flourish.
- The childminder develops children's understanding of how to use technology safely, for a specific purpose, to extend their understanding. For example, children enjoy using an electronic application for recording bird song and identifying bird types. The childminder then supports children to investigate origins of birds and complete size comparisons. Children discuss how birds found differ from ones they see in their gardens at home.
- Children develop understanding of healthy habits. They thoroughly enjoy

growing produce with the childminder. They enjoy cucumber water during snack time and exclaim, 'I love this cucumber in my water.' Children then take considerable pride in showing visitors produce still growing in the garden. They are excited to find they have even more cucumbers growing. The childminder asks children to check the tomatoes and tell her if any are ripe. She asks how they will be able to identify ripe ones. Young children confidently declare, 'They will be bright red!'

- All children make swift progress. The childminder skilfully uses a wide range of teaching techniques and careful interactions, modelling and explaining, questioning and challenging children. For example, as children enjoy water play and investigate measuring and comparing equipment, the childminder shows young children how to collect water in a pipette. Children delight when they succeed, saying 'It's full up, look!' Older children refine their fine motor skills and balancing skills as they walk with bowls full of water. The childminder models measuring vocabulary with them as she discusses millilitres and the marks on measuring cups that support being able to quickly identify the volume of water. Older children are fascinated by this new knowledge, and the childminder challenges them to further investigate as they play.
- Children show impressive listening and attention skills. They are respectful of each other and help, encourage and support one another when activities require resilience and perseverance. For example, as younger children attempt to pick lemon balm to add to water potions, older children assist by holding the plant while younger children pull leaves off and explore the scent.
- Parent partnerships are impressive and thoughtfully support continuity in children's care. As part of a partnership project with a local library, the childminder provides children with opportunities to share story sacks with their families. Parents express how activities such as these support their children's early reading skills.
- The childminder is enthusiastic about her professional development and continuously improves her knowledge through training. She also supports other local childminders by sharing best practice. She provides mentoring on aspects such as developing early literacy skills, enhancing outdoor education experiences and supporting children to make rapid progress.

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	EY236054
Local authority	Cornwall
Inspection number	10399570
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	6
Number of children on roll	5
Date of previous inspection	5 December 2019

Information about this early years setting

The childminder registered in 2002 and lives in Luxulyan, Cornwall. She operates Monday to Friday, throughout the year. The childminder offers government-funded places for childcare. She has an early years qualification at level 3.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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