

Childminder report

Inspection date: 3 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this well-designed and warm environment. They have warm and close relationships with the childminder and her assistant. Children go to them for cuddles, to share books and to help with difficult tasks when needed. The childminder and her assistants have a clear focus for what they want children to learn. They provide well-sequenced and engaging activities, so all children make good progress. For example, children stay focused and engaged at a play dough activity for a long period of time. Toddler's develop small-muscle skills, squashing and squeezing the play dough. Older children make flat shapes to pretend they are pancakes.

Children make rapid progress with their language. The childminder and her assistant model new words and repeat sentences during play to help children learn new vocabulary. The childminder and her assistant read with children regularly throughout the day. This helps children develop a love of books. Children begin to learn about the world as they discover new concepts within the stories. Parents have not entered the setting since the start of the COVID-19 pandemic. However, they confirm that they receive regular updates on their children's progress. This helps them support their children's progress at home.

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

- The childminder and her assistants show deep respect and care for all the children. As a result, children behave extremely well and follow the routine calmly. For example, children independently wash their hands before snack, then go to sit calmly at the snack table. The youngest children have a go at handwashing after watching the older children. The adults sensitively support them to succeed. The children look very pleased with their achievements.
- Children are very secure and this allows them to focus on the activities that are provided. Children persist and keep trying at activities, for instance when using new tools with the play dough. The childminder and her assistant encourage and praise children for their efforts. This helps to keep the children focused and continue to have a go. Older children support the youngest ones to use cutters and rollers. They show lots of patience and care. This helps them begin to understand and care for others.
- Children develop a good understanding of rhyme and speech. Children call out rhyming words. They laugh in delight as they successfully put several rhyming words together. Older children say the initial sounds in words and are beginning to identify letters. Younger children repeat key words from familiar stories. Sometimes, however, the childminder and assistants do not use open questions, meaning older children do not always use their problem-solving skills as well as they could. They also do not develop their own questions about why things

happen.

- Activities are well planned to follow children's interests and what they have learned. For example, children went for a woodland walk to collect leaves, sticks and pine cones. They explore these items by making marks with them using paints and paper. All the children join in and adults talk to them about the walk. They remind the children of how they looked at signs of winter. Sometimes, not all activities challenge the most able children, to enable them to progress as quickly as they could.
- The childminder is very ambitious about delivering high-quality care and education. She evaluates her practice and gains regular feedback from parents. She and her assistants attend training to reflect and develop their practice. They attended a workshop to support boys' emotional development. They have introduced more climbing equipment in the garden. This is to support the children's climbing and weight-bearing skills, which helps them let off steam. The childminder regularly shares children's progress with their parents. This means children can make good progress at home as well as in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a very good awareness of how to keep children safe. They confidently identify signs of abuse and what the procedures are to protect children from harm. This includes what they would do if they had concerns about each other's practice. The childminder carries out thorough risk assessments and takes actions to minimise risk to children. The childminder and her assistants support children to manage risks and understand danger well.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan activities to offer challenge more effectively to older and most-able children, to help them make even better progress
- use more open-ended questions with children to promote further challenge and thinking.

Setting details

Unique reference number	EY242562
Local authority	Cornwall
Inspection number	10062193
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	0 to 11
Total number of places	10
Number of children on roll	14
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 2002 and lives in Crofthandy, St Day, near Redruth, Cornwall. She operates all year round, from 7.45am to 4.45pm, Monday to Friday. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds a level 4 early years qualification. One of her assistants holds a relevant early years degree and the other assistant, an early years level 3 qualification. The childminder offers breakfast and after-school care for children who attend Cusgarne Primary School.

Information about this inspection

Inspector
Sian Bath

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and assessed the impact this was having on the children.
- The inspector observed interactions between the staff and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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