

Childminder report

Inspection date: 9 January 2023

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

The childminder has created an organised, well-resourced and homely learning environment. Children really enjoy spending time with this childminder. They have access to lots of interesting and exciting toys and activities. For example, children explore activities the childminder has created, like a dry pasta play area, which support the childminder's planning for fine motor development. Or, they can freely access a large variety of toys and activities on the various low shelves in her home.

There are lots of attractively displayed books available and children enjoy taking these from shelves and looking at them. Toddlers enjoy exploring nesting boxes and stacking rings and engage with these activities with good levels of concentration. The environment is calm and relaxed, and children have time and space to engage in their play.

The children have access to additional activities, which support their current project of winter. They enjoy looking at their drawings of winter scenes, which are displayed on the wall and discussing decorative glass snowmen. They observe the seasonal changes to their outdoors 'focus tree' and watch birds which come to the bird feeders in the garden.

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

- The childminder has created an ambitious curriculum and her planning builds on what children know and can do. She knows the children very well and plans their next steps successfully. For example, younger children have an interest in balancing activities. The childminder has brought in balls and a balance board for children to explore and develop their balancing skills. Children make good progress in their learning and development. However, the childminder, sometimes, misses opportunities to offer older children sufficient challenge and extend their learning and development even further.
- The childminder has created a curriculum with a strong focus on developing children's knowledge of nature and the world. The childminder supports children to explore these topics with interesting books and activities. For example, she guides children to learn about the seasons and cold weather by helping them observe and record the changes in nature. They read books like 'A Thing Called Snow' and 'Snow is Falling'. However, although the childminder develops children's mathematics skills with specific activities, sometimes, she misses opportunities to introduce counting and activities, which develop a confident understanding of numbers to 10, more regularly in the day.
- The childminder encourages children to be independent. She supports them to learn to dress themselves and guides them to put on and fasten their own shoes and put on their coats independently. Hygiene practices are good. The

childminder guides children to wash their hands regularly and older children do this independently. Children are good at tidying away their toys and activities at the end of play time.

- The childminder has fostered an environment of respect and kindness. She models positive behaviour and children do the same. They are kind and support each other. For example, older children help younger children access toys they cannot reach. Children develop lovely relationships and remain friends after they move on to primary school. The childminder supports children to name, explore and express their emotions. They share and take turns, and older children understand the impact their behaviour has on others.
- The childminder guides children to develop their fine and gross motor skills. She supports babies and toddlers to sit, crawl and walk. Older children have opportunities to ride on tricycles, play on swings and climb on play frames, outdoors and in local parks. The childminder helps children of all ages develop their physical movements by taking them to dance classes and soft-play areas. Children develop fine motor skills during creative activities, like painting, drawing, gluing, and cutting.
- The childminder helps children to develop social skills and knowledge of the local area during the exciting trips out that she takes them on. They visit the beach, local parks, toddler play groups, dance lessons and story telling groups. They recently completed a 10 week music course. Children learned about musical instruments, what they sound like and how to play them.
- Parents are positive about the care and education their children receive. They report that children make good progress in learning and development. Parents are happy with the daily updates and regular progress reports they receive. The childminder obtains information from families about children's stages of development, routine, likes and dislikes before children start in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with safeguarding training and knowledge. She knows how to recognise the signs of possible abuse, how to record these concerns and who to contact. The childminder has created suitable safeguarding arrangements. She is knowledgeable in safeguarding procedures and confident in how to put safeguarding arrangements into practice. She conducts regular assessment checks on her home to ensure it is safe and secure.

What does the setting need to do to improve?

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

- develop activities to consistently provide older children with further challenge
- extend the range of mathematics activities to enable all children to develop a

strong grounding in number, in particular with regards to counting confidently and developing a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Setting details

Unique reference number	EY253362
Local authority	Cornwall
Inspection number	10263637
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 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in the Boslowick area of Falmouth, Cornwall. She provides care from 8am until 5.30pm Monday to Thursday throughout the year.

Information about this inspection

Inspector

Victoria Jones

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 provider.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and the intent of the curriculum was discussed.

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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