

Childminder report

Inspection date: 4 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has made good improvements since the last inspection. She shares the progress check for children aged two years with parents to help close gaps in children's learning. The childminder works with other professionals and uses the progress check to ensure that children receive additional support when required.

The childminder organises the environment effectively to motivate children to learn. She alternates resources that follow the children's interests. The childminder provides a curriculum that builds on what children know and need to learn next. For example, she observes children's fascination with tractors and animals. She ensures these are readily available and accessible to children. The childminder plays alongside children and allows them to follow their own ideas. Children learn to share and take turns with the childminder when placing the animals into the tractor. They concentrate and make good progress in their personal, social and emotional development.

Children feel safe and secure. They arrive with their arms stretched out to go to the childminder. Children happily wave goodbye to their parents. They quickly settle down to play and show good levels of well-being. Children enjoy positive relationships with the childminder.

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

- The childminder has attended training on how to develop babies' and toddlers' communication and language skills. Following this training, she is more confident in helping children to learn some new vocabulary. She labels items children pick up and sometimes narrates what they are doing. However, the childminder does not always strengthen babies' speaking skills so they can develop their language further. For example, the childminder does not always repeat babies' words so they hear the correct pronunciation. At these times, babies do not develop their emerging speech as well as possible.
- Children develop a good understanding of what makes them unique. They learn about similarity and difference. For example, the childminder shares storybooks about people from around the world. Children enjoy learning about the people that live in their community and those that live in other countries. The childminder encourages children to respect each other. She teaches children about kindness and reminds them to use good manners, such as saying 'please' and 'thank you'.
- Children are independent. Older children find their coats to go outside. They master the skill of putting their coats on independently. Babies practise their hand-eye coordination and wash their faces. The childminder models how to do

this with a flannel. Babies copy and feel proud when they accomplish this task on their own.

- The childminder promotes children's curiosity. She provides a tray with lentils, pine cones and leaves for children to explore. Children move their hands slowly and begin to develop their finger dexterity. They scoop the lentils up using a small spade. The childminder sprinkles the lentils from above. Children enjoy this sensory experience. They giggle and smile as they feel the lentils land on their hands.
- Children go on regular trips with the childminder. They visit local parks, a train station and the local library to attend rhythm and rhyme sessions. While on outings, the childminder teaches children how to keep safe when crossing the road together. Children learn to listen, look left and right, and use the zebra crossing. The children show they remember how to cross safely because they remind each other of the rules before they cross.
- Parents comment that their children have developed more in their social skills since attending the setting. They state that their children are more confident in playing with other children outside of the setting and are starting to use more words. The childminder shares information with some parents about what children are working on next. However, the childminder does not share information on children's next steps of development with all parents to support their learning further at home.

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 babies' speaking skills so they can develop their language further
- share information on children's next steps of development with all parents to support their learning further at home.

Setting details

Unique reference number	EY272466
Local authority	Cornwall
Inspection number	10327021
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 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	3 January 2024

Information about this early years setting

The childminder registered in 2003 and lives in Bodmin, Cornwall. She operates all year round, from 7am to 6pm, Monday to Friday. She offers government funded places. The childminder works with an assistant.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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