

Childminder report

Inspection date: 14 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have formed warm relationships with the childminder. They snuggle into him after their nap. The childminder comforts them with a gentle stroke on their back and provides reassuring words while they begin to wake. Children feel safe and secure in his company. The childminder prepares the children's lunch and a drink, knowing that they will be hungry and thirsty after their sleep.

The childminder has a good understanding of children's starting points and what he needs to do next to support their learning. He is keen to encourage children's independence skills. For example, during lunch, the childminder pretends he cannot open older children's food containers so that they try this for themselves. With good perseverance, children manage to do this successfully. They beam with pride when they accomplish the task. The childminder praises them, helping to support their self-esteem.

Children behave exceptionally well. The childminder and his co-childminder support children with taking turns. Children play cooperatively and are kind to one another. Older children help their younger peers, such as when tidying up, and show them where the toys belong. Children demonstrate that they feel happy and enjoy their time with the childminder.

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

- Children enjoy the wide variety of activities the childminder provides. They show a particular interest in magnetic shapes, and the childminder uses this to plan their next steps in learning. For example, younger children begin to line up shapes on the floor with the childminder and then join them together. Children learn about simple sequencing to support their early mathematical development.
- The childminder implements regular story time with children to help develop their language and early reading skills. He encourages younger children to turn the pages in the book and talks to them about what they can see and to describe the pictures. Younger children use single words, and at times, two-to-three-word sentences. The childminder helps children to recall their existing knowledge, such as turning on his own 'disco-ball light' when a child points to one in the story. Older children also enjoy listening to the stories, although the childminder does not always make use of opportunities that arise to engage children in meaningful conversations and help challenge their thinking.
- The childminder and his co-childminder are keen to update their training and share this with others. For instance, they write articles for early years magazines, such as on the benefits of sand play for children, to help share ideas with like-minded professionals in the community.
- Children settle quickly into daily routines. The childminder is very observant of

when they may need to sleep, eat or need a cuddle. He responds promptly, helping to meet their care needs. Additionally, he rigorously checks on the children when they are sleeping to ensure that they remain safe.

- The childminder and co-childminder take children on outings, such as to the beach, zoo and events in the community. For example, they take children to the 'Respect Festival', which is an annual celebration of the city's diverse culture. The childminder also plans and implements other celebrations, such as Easter. However, he does not always extend children's knowledge around such events to help them understand why these are important.
- Safeguarding children is a top priority for the childminder. He is extremely aware of when a child's welfare is at risk. He liaises closely with his co-childminder if he has concerns about a child's well-being. Together, they keep their child protection knowledge updated so that they remain alert to any concerns. They know how to report these if necessary.
- The childminder has formed positive relationships with parents. He keeps them regularly informed about what activities children have engaged in throughout the day and frequently discusses their child's progress. The childminder values parent feedback on how to improve practice to benefit children.
- The childminder and his co-childminder work extremely closely with one another. They continually discuss how their curriculum benefits children. They adapt and make changes where needed. For example, they make 'story bags' and share them with parents to enhance children's love of books when they are 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:

- make better use of opportunities to engage children in conversations that help them to further develop their communication and thinking skills
- consider ways to further support children's understanding of a range of cultures and traditions.

Setting details

Unique reference number	EY273175
Local authority	Cornwall
Inspection number	10327181
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 5
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 February 2022

Information about this early years setting

The childminder registered in 2004 and is located in Truro, Cornwall. The childminder works alongside his wife, who is also a registered childminder. The childminder works Monday to Friday, from 5am to 6pm, all year round, with occasional overnight care when required.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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.
- 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 childminder and the inspector carried out a joint observation during story time.
- Parents shared their views of the childminder with the inspector through written statements.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024