

Childminder report

Inspection date: 20 January 2022

Overall effectiveness	Outstanding
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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 thrive in this welcoming, homely environment where they are happy and secure. Their emotional well-being is extremely important to the childminder. She continually nurtures children's confidence and self-esteem so they become able and motivated learners.

Children are extremely fluent and competent communicators, which supports their learning throughout the curriculum. They regularly enjoy sharing books, where they develop a rich vocabulary through extended discussions with the childminder. For example, they read a book about farm vehicles with great interest and the childminder skilfully encourages them to explain how a cultivator and a seed drill work. They use complex sentences and learn new words, such as 'furrow'. They eagerly talk about 'loving' familiar books and extend their literacy skills.

Children's behaviour is exemplary. There are regular conversations about having consideration for others. The childminder fosters a calm atmosphere where children share resources and look after each other. She has consistent boundaries, such as not climbing on furniture, so children understand the expectations for behaviour.

Children benefit hugely from rich opportunities to develop healthy lifestyles and explore the natural world. Each day, they experience the work on the farm where the childminder lives. They help to care for animals and thoroughly enjoy carefully collecting eggs from the chickens.

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

- The experienced childminder designs her curriculum creatively. There is a strong focus on using children's interests and curiosity to build on their achievements. For example, after noticing the frost during winter mornings, children become curious about how ice forms. They develop their individual creativity as they make 'frozen decorations' and watch with interest when they melt in the sun. Children securely build on their awareness of how materials change in the natural world.
- The childminder is skilled at adapting activities for children of different stages of development so that they all achieve successfully. For example, older children experiment with weighing ice cubes and understand how to make the scales move up and down. Younger children spend significant amounts of time enjoying the sensory experience of handling the ice cubes.
- Children display impressive physical skills during their many outdoor play opportunities. They quickly develop their own sense of risk and set their own challenges. For example, they enthusiastically climb on bales of hay and show great delight as they manage to jump down a bit further each time. This

promotes their self-esteem as well as their ability to climb and balance.

- Children's individual needs are paramount. The childminder knows when to guide their play and when to stand back to allow them to interact with each other and experiment with resources. Children are keen to play and learn, and become deeply engaged in all they do. The childminder is sensitive and responsive to children's individual needs. Children relax and enjoy a cuddle when they need to and after energetic play. They benefit from nutritious, home-cooked meals, so they have lots of energy and are ready to play and learn.
- Parents speak very highly of the care their children receive. They appreciate the close communication and value the regular two-way flow of information. The childminder makes suggestions about home learning that parents are able to enjoy with their children. This consolidates and extends learning so that children make the best possible progress. The childminder adapted some of her practice due to the COVID-19 pandemic. However, due to the continued communication with parents, children are making excellent progress.
- The childminder is highly reflective of her setting and different approaches to early years education. For example, she has researched ways of enhancing children's understanding of nature and the world in which they live. They enjoy learning from a rich range of first-hand experiences, such as exploring the nearby woods. Children benefit from the highest quality care and become very secure in the skills they need to move on to their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge and understanding of safeguarding and child protection. She knows the signs and symptoms of neglect and abuse and the procedures to follow to keep children safe from harm. The childminder attends regular training to keep her understanding up to date, including any changes in legislation. Keeping children safe and secure is a high priority for the childminder. She continually assesses risk and provides excellent encouragement to children to play safely. For example, children follow strict hygiene routines after handling animals on the farm.

Setting details

Unique reference number	EY275800
Local authority	Cornwall
Inspection number	10125542
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	6
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2003. She lives in the village of Helland, near Bodmin, Cornwall. Her service is open Monday to Thursday throughout the year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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