

Childminder report

Inspection date: 8 May 2025

Overall effectiveness	Outstanding
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 flourish in the care of the kind and inspiring childminder. She builds strong, trusting relationships with both children and their families, creating a safe and nurturing environment where children feel confident to explore and learn. The childminder carefully arranges her home to capture children's interest and ignite their curiosity. Children enjoy outings to the beach, where they search for 'treasure'. They eagerly explore and excitedly show the childminder their findings.

The childminder's excellent knowledge of each child helps her to tailor support and learning opportunities to each child's individual needs and stage of development. Her extensive experience and deep understanding of how children learn are evident in her thoughtful and responsive interactions. The childminder's curriculum helps to prepare children for the next stage of their learning, sparks their curiosity and promotes independence. During a baking activity, children show high levels of concentration as they independently measure ingredients, crack eggs and calculate the quantities needed. Children also learn to take turns, share responsibilities and work together. All children develop excellent attitudes toward learning. Through the childminder's skilful teaching, children absorb mathematical concepts without even realising that they are learning. Children demonstrate an understanding of number and quantity as they set out the correct number of plates and cups at mealtimes. Older children learn simple addition as they work out how many cake cases they need, and they enjoy building using different shapes to construct their own models.

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

- The childminder is highly dedicated to her ongoing professional development. Her commitment to improving her practice has a clear and positive impact on the children and families in her care. She regularly reflects on her work and applies new learning to enrich children's experiences. For example, recent training on mathematical development has helped her to strengthen the support she provides to children. She recognises the value of working with other professionals and uses these partnerships well to further develop her skills and to share ideas.
- Partnerships with parents are exceptionally strong. The childminder is deeply committed to working in partnership with families, offering tailored support to meet each child's individual needs. She works closely and flexibly with parents to accommodate the unique circumstances of each family. Her strong understanding of children's home lives enables her to support their learning effectively and to respond sensitively to their feelings and emotions.
- The childminder promotes children's communication and language development exceptionally well. She engages children in detailed conversations about their play, home life and experiences outside the setting. She provides an

environment where children feel valued and confident in expressing themselves. Children confidently talk about how they are feeling, as the childminder helps them to learn to express their emotions. Children learn new vocabulary through their experiences. For instance, they remember the names of flowers that they see on their outings, and they talk about how the bees are collecting pollen and nectar from the flowers. Children develop the skills to communicate effectively, express their ideas and share their interests and experiences.

- The childminder helps children to understand the importance of personal boundaries and choices. For instance, before taking photos of children to share with parents, she always asks for the children's permission. This helps children recognise that their consent is valued and that they have a voice in decisions affecting them. In addition, the childminder engages children in conversations about potential risks as they play, helping them to assess situations and make informed decisions. For instance, as children swing on chairs, she reminds them of the risks and guides children to think and take responsibility for their actions. This helps them develop a sense of personal safety and awareness of their surroundings.
- The childminder accurately assesses children's progress and provides engaging activities that both challenge and inspire children's learning. For instance, when children show an interest in letters and their meaning, the childminder thoughtfully incorporates letters into their play. She places letters on toy cars, encouraging children to recognise and find the letters that mean something to them. This supports their understanding of language and literacy in a fun way. Children enjoy this game and confidently show their peers the letters that they can recognise.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY293425
Local authority	Isles of Scilly
Inspection number	10380660
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 June 2019

Information about this early years setting

The childminder registered in 2004. She lives with her husband in Old Town on the island of St Mary, Isles of Scilly, near Cornwall. The childminder has a level 5 qualification in early years. She provides funded nursery education for children aged two, three and four years. She operates Monday to Thursday, between 8am and 6pm, throughout the year.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- 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 inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- 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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