

Childminder report

Inspection date: 21 February 2023

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

Children settle well into a homely environment. They are happy and demonstrate a sense of belonging. The childminder and her assistant work very well together to provide an ambitious and exciting curriculum for all children. The childminder arranges her home effectively. Many resources are easily accessible to children. This encourages children to make choices about their play and learning. For example, children decide what to draw on a large piece of paper secured to the floor, as they design their own road map. The childminder successfully builds on what children already know about their local environment. This helps children to think about where to draw the key features on the paper. They listen well to the childminder's clear instructions on how to draw different shapes to represent a 'food shop' on the map. Children show increasing concentration and imagination as they play with the toy vehicles and people.

Children learn to share and take turns. The childminder encourages children to use good manners and to be respectful to each other. For example, she reminds them to keep their mouths closed as they chew their food. Children confidently ask if they may leave the table when they have finished eating. Children play very well together and their behaviour is very good.

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

- The childminder and her assistant know the children very well and complete accurate assessments. As a result, they make informed decisions about what each child needs to learn and be able to do next. They provide a wide range of activities and experiences that are tailored to children's interests. This helps every child to make progress in their learning and development.
- There is a good focus on supporting children's communication and language skills. The childminder listens patiently to children and helps them to pronounce words correctly. She encourages children to talk about what is happening and give their own ideas. For example, children enjoy talking about their favourite pancake toppings as they take part in creative activities. They are helped to recognise the difference between sweet and savoury foods. The childminder uses very good questioning skills to encourage lively conversations about home life and happy family events.
- The childminder supports her assistant to complete some training. In addition, the childminder has participated in a small amount of online coaching and mentoring events. However, some of her acquired knowledge has yet to be securely embedded in practice. Furthermore, there is a limited focus on identifying extra professional development opportunities. As a result, there are inconsistencies in the quality of teaching by the childminder and assistant.
- There is a strong partnership with parents and carers. The childminder routinely

shares information with them when they come to collect their children and by use of online messaging. Parents speak highly of the care and education their children receive. They value the support and advice the childminder provides.

- Children develop a strong interest in books. They listen well and learn that they can gain information from books. The childminder explains unfamiliar words and concepts. For example, children are keen to identify the different modes of transportation of air, water and land as they keenly attach shapes of road vehicles, trains, boats and aircraft to the magnetic pages.
- The childminder routinely includes mathematical language, such as counting, and shape recognition, throughout activities. For example, she points out numbers on car registration plates as they walk to the park. Children confidently count to 29 as they enjoy being pushed in a swing by a cheerful assistant.
- The childminder is keen to provide children with different experiences. Children enjoy travelling by bus to the city library and museum. They journey by train to the beach. This supports children to understand more about other environments and lifestyles.
- The childminder and her assistant are excellent role models. They set a good example by choosing a safe place to cross the roads and explain what they are doing. They ask the children to look and listen and to help them to decide when it is safe to cross. Children show they listen well to instructions. They receive praise and this helps to support their self-confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have completed safeguarding training. They understand the procedures to follow to report any child protection concerns. The childminder is aware of her responsibility for reporting any allegations made against her, her assistants or other household members. The childminder carries out risk assessments to assess the safety of her home and when they go on outings. She helps children to recognise the dangers of discarded rubbish. For example, at the park, children are keen to use their small litter pickers and they carefully place any unwanted material in the bin. This helps children to learn how to keep their environment safe.

What does the setting need to do to improve?

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

- continue to reflect and identify more professional development opportunities for all adults working with children to enhance the quality of teaching to the highest level.

Setting details

Unique reference number	EY306267
Local authority	Cornwall
Inspection number	10244395
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	4
Number of children on roll	12
Date of previous inspection	11 May 2022

Information about this early years setting

The childminder registered in 2005 and lives in Stithians, Cornwall. The childminder operates Monday to Thursday, from 7.30am to 5.15pm. She works with two assistants. Funded early education is provided for three- and four-year-old children.

Information about this inspection

Inspector

Linda Williamson

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 showed the inspector the areas she uses for childminding. They discussed her curriculum and how she organises her provision for children.
- A joint observation of an activity was completed by the inspector and the childminder.
- Relevant documentation was viewed by the inspector.
- The inspector spoke to parents and read written reviews supplied by the childminder.
- The inspector spoke to the childminder and assistant at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the quality of education being provided both indoors and outdoors and assessed the impact that this was having on children's learning.

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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