

Childminder report

Inspection date: 27 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder, along with her co-childminder and assistants, have created a warm and nurturing environment. They recognise that building strong relationships with children is key to boosting their learning and development. Children feel happy, secure and safe in the childminder's care. Older children are keen to share their knowledge, such as confidently explaining that chickens lay eggs. The childminder has developed a thoughtful curriculum and planning is tailored to children's interests, preparing them well for their next learning stage.

The childminder places a strong emphasis on fostering a love for nature and the outdoors. The childminder and her assistants take children on 'Welly Walks', where they explore the outdoor area and collect fruit and vegetables, which they then use in cooking activities. This further develops children's understanding of plants and the food they eat. The childminder encourages children to make healthy eating choices, providing a wide variety of home-cooked meals, often using produce from the garden. During lunchtimes, the childminder introduces the children to music from around the world, playing Parisian café music or traditional Hawaiian songs. She also discusses traditional meals from those countries, helping children develop their understanding of different cultures. The childminder supports children to explore world maps and globes, learning about other countries and discovering that planet earth is round. Across all ages, children make good progress in their learning and development. Activities are well linked, enabling children to reinforce their learning and practise their skills.

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

- The childminder has a good understanding of how children learn and develop. She has created a curriculum that highlights outdoor learning and encourages a love for nature. Children explore the differences between toad and frog spawn as they are helped to explore two buckets of spawn collected from the garden pond. Children learn to identify the two creatures and their eggs, and their vocabulary is expanded by naming them. They describe the shapes, such as the 'balls' of frog spawn and the 'tubes' of toad spawn. Pre-school-age children eagerly observe the spawn and participate in the discussion.
- The childminder confidently guides children to develop their physical skills. She understands the importance of supporting children to experience and enjoy physical exercise. The childminder takes children on walks to the local park, where they develop their core skills and coordination when running in the large open space and rolling down the hills. Older children are supported to take turns jumping on the trampoline in the childminder's garden, developing their cardiovascular strength and jumping skills. Babies develop their core strength, crawling in the well-adapted outdoor and indoor environments and pulling

themselves up to stand on various pieces of equipment.

- Children of all ages are kind and courteous. The childminder encourages children to take turns and share. Older children encourage their friends to say 'please' and 'thank you' at the right times. During group times, older children and toddlers sit well together in a group, showing high levels of patience. However, when children have difficulty following the rules, the childminder does not always guide them in understanding the rules and why they should be followed, so they can better understand how their behaviour affects others.
- Parents are satisfied with the care their children receive. They mention that communication works well, and they feel supported by the childminder. For example, she offers guidance regarding children's personal care and dental hygiene. Parents feel well informed about their children's progress and the activities they enjoy.
- Children of all ages join in with group activities led by the childminder and her assistants. For example, during a planting activity, the childminder helps children explore how plants grow from seeds. Children learn what plants need to grow and what compost is made from. Most children eagerly participate and join in the discussions. However, sometimes, the childminder does not invite quieter children into conversations. This limits their chances to practise language skills and interact with others.
- The childminder supports her assistants effectively. She helps them grow professionally through staff meetings and various training opportunities. She ensures that assistants do not have too much work. This way, they can focus on quality teaching time with the children. The childminder, co-childminder and assistants provide guidance and share best practice with other childminders in the area.

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:

- guide children to understand the rules and why they should be followed, to better understand how their behaviour impacts on others
- engage quieter children more often in conversations to help develop their language skills.

Setting details

Unique reference number	EY335163
Local authority	Cornwall
Inspection number	10380918
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	0 to 4
Total number of places	12
Number of children on roll	19
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2006 and operates in her co-childminder's house in Penzance, Cornwall. She provides care Monday to Thursday from 8am until 4.30pm, for 45 weeks per year. The childminder holds a level 3 qualification in home-based childcare and works alongside a co-childminder and two assistants, all of whom hold a childcare qualification. She offers government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder, co-childminder and assistants spoke with the inspector during the inspection.
- The inspector spoke with children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, her assistants and people living in their home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector read parents' feedback during the inspection and took account of their views.

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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