

Childminder report

Inspection date:

24 November 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is outstanding

Children are exceedingly happy and secure at the setting. They are very curious and confidently ask 'why' questions. They talk about how they feel, what they like and tell the childminder 'that makes me happy'. The childminder provides a highly nurturing 'home-from-home' environment where children can express themselves fully. Children are especially kind and thoughtful. They make cards for children that are unwell and send them through the post to their home. This strengthens the relationships the children have with each other and teaches them to think of others.

Children develop their social skills as they laugh and make jokes with the childminder. They play peekaboo, hiding behind leaves and reappearing with a big squeal of laughter. Children squash and scrunch tin foil up into small balls and talk about which is 'tinier' than the rest. This early introduction to the concept of measurement supports children's mathematical development well. The childminder and children balance the small silver balls on the end of their noses and laugh out loud when they fall off.

Parents do not enter the setting, due to the COVID-19 pandemic, but they speak very highly of the rapid progress their children make and the excellent support for children's well-being offered by the childminder. Parents value the regular, comprehensive feedback they receive from the childminder and say their children thrive in her care.

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

- The childminder uses clear communication strategies with children. She maintains eye contact at the children's level, speaks slowly and repeats words back to them. The childminder sensitively joins children in their play. She role models ideas and describes and gives names to items, to increase children's range of vocabulary.
- Children are independent and like to problem solve. They learn about number, shapes and sizes in practical ways. They play with a shape sorter and persevere to put the shapes through the correct holes. The childminder praises them for their efforts and children show how proud they are when they succeed. The childminder counts the shapes back through the sorter with the children. Children help to cut an apple for snack. The childminder discusses the two halves and shares the pieces between them.
- The childminder identifies what the children are interested in and expertly sequences their learning. She effectively teaches them about their local community and broadens children's knowledge of the world. Children enjoy visiting a 'lollipop man', which links into learning about people who help them. This flows into finding out about firefighters. Children think about other people and events in their community. They recall visiting the local church on

Remembrance Day. Children talk about the red fabric of the poppies they saw and the bread they made afterwards with poppy seeds.

- Children are wonderfully imaginative and love to role play. Children are completely absorbed in exploring a highly stimulating space-themed activity. They excitedly play with toy astronauts and walk them through sparkly 'moon dust' sand. They learn new words, such as 'satellite', and describe the sounds of the astronauts walking on the moon with a 'crunch, crunch, crunch'. Children are supported to be inquisitive and learn new concepts.
- The childminder inspires the children to love books. She ignites their curiosity and interest as she takes them on a bus trip to buy books. She links closely with parents, sharing children's favourite stories, so that parents can extend children's interest in these even further by reading them at home. They develop a passion for stories and books and, in addition, their listening and attention skills progress superbly.
- The highly dedicated childminder maximises the time she spends with the children. She maintains exemplary collaboration with parents and other providers the children attend to ensure children's individual needs are well met. The childminder creates a superb inclusive environment, where children make consistently strong progress.
- The children draw a river then a shark, and the childminder retrieves a shark toy to help the children draw a fin. This extends the children's knowledge of the natural world and very effectively supports how they represent things as they draw. The childminder skilfully helps children to make connections with colours, for example they match a grey pen to the grey sky.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse, including knowledge of how issues, such as children being exposed to extreme views, has an impact on them and how to address concerns of this nature. She is proactive in keeping her knowledge up to date and regularly seeks out additional safeguarding training. The childminder has strong procedures in place to monitor accidents and injuries and she has a valid paediatric first-aid certificate. This helps keep children safe and means the childminder can respond swiftly to concerns. The childminder is confident in liaising with outside agencies, when necessary. Her daily risk assessments of the environment before the children arrive help to ensure the setting is suitable and safe for them.

Setting details

Unique reference number	EY342125
Local authority	Cornwall
Inspection number	10125912
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 September 2015

Information about this early years setting

The childminder has been registered since October 2006 and lives in Callington, Cornwall. The childminder offers care Monday to Friday, term time only from 7.45am until 5.30pm. She is in receipt of early years entitlement funding for children aged three years. The childminder holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- A learning walk was carried out with the childminder at various times of the day to discuss the provision and the curriculum on offer.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching and learning delivered.
- The inspector spoke with the children at the setting and gathered written feedback from parents.
- Suitability checks were reviewed and other documentation sampled, such as children's accident and existing injury records and safeguarding policies and procedures.

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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