

Childminder report

Inspection date: 10 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and confident to explore in the childminder's care. The childminder places high importance on developing positive relationships with children. She understands the benefit this has for their learning and development. Children are secure and safe in her home. They enjoy playing and having cuddles with the childminder. Children concentrate well. For example, they engage for a long time as they pretend to have a picnic with a baby doll and toy food. The childminder supports the children to cut a pretend watermelon and then feed it to the toy baby.

Children benefit greatly from the childminder's carefully planned and ambitious curriculum. The childminder creates engaging activities that follow her curriculum. The activities also reflect children's interests and stage of development. The childminder knows the children in her care well and meets their individual needs. Children are curious and eager to learn and gain the key skills they need for their next stage of learning. The childminder supports young children to develop independence and physical skills. They confidently find and take out a large tray of building blocks. They make a tower, developing their problem-solving and sequencing skills. Young children laugh and smile as they confidently build something with their hands.

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

- The experienced and qualified childminder has a strong understanding of child development. She has a clear curriculum, which guides children to develop what they know and can do, preparing them for their next stage of learning. Children make good progress in their learning and development.
- Young children speak confidently, occasionally in four or five word sentences. The childminder places a strong focus on giving children the opportunity to speak often throughout the day. Children happily describe what they are doing and what they want to play with next. Younger children explain that they are building a house for their baby. They use magnetic tiles to build a home. The childminder gives children time to think and respond. However, the childminder does not extend back-and-forth interactions further to support children to explore their ideas and interests even more.
- The childminder guides children to be secure and happy in her home. She encourages children to become independent. For example, she supports young children to dress and undress their baby doll. Children receive lots of encouragement to carry out tasks for themselves. They are kind, respectful and eagerly follow instructions from the childminder, such as clearing away activities or washing their hands regularly. However, the childminder does not consistently explore ways to fully support children to understand and explore emotions.

- Parents are very positive about the childminder. They say that communication is strong, and they feel well informed about their child's progress in learning. They feel supported by the childminder in how they can continue their child's learning at home. Parents say that they notice the good progress their children make, particularly in their communication skills. They are very happy with the care their children receive and say that their children are happy, safe and well cared for.
- The childminder supports children to develop a love of books and reading. She reads to children often and ensures children have opportunities to hear the same stories a few times, to help children understand new knowledge. She links one or two focus books to other areas of the curriculum. For example, children name, discuss and play with a toy animal display that matches the farm animals in one of the current focus books. The childminder reads in an engaging and exciting manner, which children find enjoyable.
- The childminder keeps her training up to date. She successfully applies the knowledge she gains into her childcare role. For example, she most recently undertook a course about supporting parents to read with their children at home. The childminder explains that this has been very successful. Parents report on the benefits of the childminder's support and how much they enjoy regular story time with their child. They comment that this has benefited their child's learning and development.

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:

- extend back-and-forth interactions to support children to explore their ideas and interests even further
- develop methods to further support children to explore and understand their emotions.

Setting details

Unique reference number	EY375135
Local authority	Cornwall
Inspection number	10312185
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Goonhavern. Care is available to children seven days a week, from 7.30am until 6.30pm. The childminder offers overnight care arrangements. She receives early education funding for children aged two, three and four years. The childminder has an early years childcare qualification at level 3.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector assessed the childminder's knowledge and understanding of the requirements.
- The inspector discussed with the childminder how she monitors children's development and plans for their learning and works in partnership with parents.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in the home.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024