

Childminder report

Inspection date: 31 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder places a high priority on children's learning through exploration. During the COVID-19 pandemic, the childminder developed her setting, so that children play mainly outdoors. Children are happy to explore and follow their interests. They become resilient and persevere. For example, they take great pride in caring for the pet guinea pigs. They diligently sweep up the old straw until they are happy that it is clean. Children's behaviour is exemplary and they take turns and cooperate together as they ensure the guinea pigs are fed and watered.

The childminder plans her curriculum extremely effectively to promote children's independence. Children take full responsibility for getting what they need at mealtimes, for example. They thoughtfully help others, ensuring everyone has their drink before sitting down together. Children follow hygiene routines scrupulously and have an excellent understanding of why this is necessary. The childminder allows children to take appropriate risks as they play. Children climb and balance with great skill and self-assurance, developing good physical skills and secure emotional security.

Children benefit from a range of opportunities to grow and harvest their own produce. They have an excellent understanding of leading a healthy lifestyle and take part in activities, such as collecting left over fruit to make compost.

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

- The childminder gets to know children very well and fosters friendly relationships with them. She is an excellent role model and encourages good manners and kindness. Children develop high levels of self-belief and keep trying during activities. For example, they concentrate well to scoop and pour water into pots and carry it very carefully to the table.
- The childminder knows what she wants children to learn and plans a wide range of experiences that inspire their exploration and curiosity. She creates a vibrant learning environment that invites investigation. For example, children are able to use a rich variety of natural resources in the outdoor kitchen. This promotes their curiosity and imagination well. In addition, children enjoy regular visits to local places of interest, for example, and get to know their local area. She takes account of what interests children to motivate them to move on in their learning and development.
- Partnerships with parents are strong and they speak highly of the childminder. They comment that she is 'always attentive, kind and supportive'. They particularly appreciate the regular two-way flow of information that supports children's learning and well-being.
- The experienced and knowledgeable childminder continues to develop her

practice further. For example, she attends training, carries out research and meets with other childminders to share good practice. She regularly evaluates the service she provides for families and involves parents and children in her self-evaluation.

- The childminder monitors children's development effectively. She is proactive in seeking help from other professionals when children need it. The childminder attends specialist training, when necessary, to better support individual children to achieve their full potential.
- Children are confident communicators. The childminder continually encourages discussion, and this supports their communication and language skills well. For example, she listens with interest when children talk about their families. She asks questions to help them to develop their thoughts and ideas. Children become fluent speakers and follow instructions well.
- Overall, children do well in their mathematical development. For example, they use their fingers to count during action songs and rhymes. However, the childminder does not consistently build on and reinforce this learning during activities and routines. As a result, children do not extend their mathematical skills at the highest level.
- The childminder forms good links with local schools. For example, she passes on valuable and detailed information to school staff when the time comes for children to attend. This helps children to move on to the next stage in their education confidently and with self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding matters. She regularly attends training to keep her knowledge up to date. The childminder is clear about the correct procedures to follow should she have any concerns about a child's welfare. She places a high priority on teaching children to keep themselves safe as they play. Children become confident at handling tools, such as scissors and knives safely, for example.

What does the setting need to do to improve?

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

- make more use of opportunities to extend and reinforce children's understanding of mathematical concepts to build on what they already know.

Setting details

Unique reference number	EY386527
Local authority	Cornwall
Inspection number	10125672
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	6
Date of previous inspection	29 January 2013

Information about this early years setting

The childminder registered in 2008. She lives in Bodmin, Cornwall and operates from Monday to Friday throughout the year. The childminder is qualified to level 3 and receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents in written comments.

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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