

Childminder report

Inspection date: 28 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

Children build strong attachments with the childminder. She focuses on establishing positive relationships with children and their families before they start. She works closely with parents and other settings children attend, so she is able to meet their care needs. She uses information about how children have slept and how much food they have eaten for breakfast to ensure that she adapts the routines of the day. Children benefit from this continuity of care. For instance, the childminder quickly recognises when children need an early lunch or sleep. Children remain settled and happy in her care.

The childminder has a clear and ambitious curriculum for children that focuses on promoting confidence, independence and social skills. She uses regular assessments of children and provides relevant learning experiences that supports progress for each child towards their next steps. Children learn how to interact positively with others. The childminder models and teaches children to share and consider the feelings of other children. She builds children's social skills by demonstrating how to have conversations and including all children in group chats. Children are caring, thoughtful and display kindness. For instance, they know to take turns during activities and share toys without being asked. Older babies invite children to play with them by saying 'come see', and they smile and giggle together.

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

- The childminder ensures that her practice is consistently improving. She takes part in regular and effective training. For example, she updates her knowledge of changes within early years and safeguarding through childminder group meetings. She ensures that she has a secure understanding of how best to meet children's learning and development needs and how to be vigilant to potential safeguarding concerns.
- The childminder evaluates the quality of her provision. She observes children to monitor their interests and engagement. She also uses their individual needs to identify changes to her offer that would further promote their progress. For instance, she has altered the play environment to enable children to access books more easily. The childminder also provides a 'lending library' where children can borrow books to share with their family at home to promote an enjoyment of reading. Children independently choose to share books. Older children enjoy retelling stories, and babies 'babble' at each page as they look through the stories from start to finish, before selecting more to read.
- Children develop a love of counting and finding numbers around them. They enjoy counting as they play. For example, children move toy animals into pots using tweezers, counting independently. The childminder supports children by

modelling counting when children miscount. Children then copy and count accurately showing their progress.

- Children are independent and curious learners. The childminder skilfully adapts and extends activities at key times. For example, she introduces play dough to an activity, so children can look at patterns that toy animals make in the dough. She supports children in retaining their interest and accessing the learning opportunities provided. Children are highly focused and spend considerable amounts of time engaged in activities.
- The childminder supports children's speech development well. She narrates children's play, introduces new vocabulary and encourages children to answer questions. Children build their confidence to interact in larger groups during joint play sessions with other childminders. They develop the skills of interacting with others and speaking to different adults and children. They are well prepared for the next stages in learning, such as starting nursery and school.
- Overall, the childminder promotes good care and safety practices. She discusses healthy eating and promotes children's physical development. For example, children have daily time outside in the fresh air, developing their physical skills and fitness in local parks and woodlands. However, the childminder does not develop children's understanding of hygiene effectively. For example, although children wash their hands before eating, she does not remind them that they need to wash their hands after touching her cat and why. Additionally, although the childminder makes children aware of risks, such as not placing items in plug sockets, she does not tell them why to help them understand potential dangers.
- Parents are highly complimentary about the care that the childminder provides. The childminder shares daily information with parents about what their children have been doing. Parents comment on the progress their children have made since being with the childminder. However, some parents are not fully aware of their child's next steps and how they can support the progress of their child at home to enhance their learning further.

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:

- develop children's knowledge of hygiene and potential risks to support their understanding of how to keep themselves healthy and safe
- ensure that parents are aware of children's next steps, so they are fully able to support their child's learning at home to enhance their learning further.

Setting details

Unique reference number	EY401708
Local authority	Cornwall
Inspection number	10372389
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Bodmin, Cornwall. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Rebecca Martin

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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