

Childminder report

Inspection date: 11 October 2023

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 have a warm, caring relationship with the childminder. Children feel safe and secure and have strong attachments to her. They cuddle into the childminder to read books and separate from their parents well. The childminder is sensitive to their needs. She asks them what they would like to do and follows their interests as they play. Children are self-motivated learners, who confidently select from the wide range of resources available to them.

Children gain important skills that will support them when they start school. For example, they learn how to play well with others and to follow rules. Their behaviour is very good. They learn how to wash their hands and dress independently. They learn how to keep themselves safe while cycling on local cycle routes. For instance, they know to keep behind the leader and how to cross the roads safely. The childminder supports children's social skills. Children gain the confidence to play and communicate in larger groups in local toddler and childminder groups.

Children develop a love of being outside and build healthy habits. They enjoy growing and harvesting vegetables in the garden and experience daily outings in the fresh air. Children learn how to create healthy meals using the items they have grown and how fruits and vegetables are good for us.

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

- The childminder is clear about what children have been learning and what they need to learn next. Both the childminder and her co-childminder observe children regularly and closely monitor each child's progress. Consequently, all children make good progress.
- The childminder encourages children to feel part of their community. For example, children host bun sales and sell jam with the childminder to people in the village. They experience regular trips in the locality, such as visiting libraries and shops. Children gain good confidence and a positive sense of self.
- Children learn to appreciate diversity and are well prepared for life in modern Britain. The childminder teaches children to be respectful and appreciate differences. For instance, children complete self-portraits and discuss how they are similar and different to their friends. They take part in a number of festivals from around the world and learn about key religions and foods from other cultures.
- The childminder and her co-childminder have strong working partnerships with other settings children attend. They share relevant information about children's learning and development. For instance, they inform teachers when children are tired, so staff can support the child in school. As a result, children have

continuous and consistent care from both settings.

- The childminder communicates with parents well, so they always know what their children have been doing. For example, she messages parents through the day and shares communication books that go home with the child each day. The childminder uses these opportunities to share ideas and activities that parents can do at home to further support children's learning.
- The childminder develops children's communication and language development well. She repeats words back to children to model accurate speech, encourages children to answer questions and introduces new words during their play. Children display high levels of speech and language for their age.
- The childminder provides an ambitious curriculum. She uses her knowledge of the early years foundation stage well and weaves all areas of learning into activities. However, although she uses planned and spontaneous opportunities to progress children towards achieving their next steps in learning and development, she does not always offer these in a way that fully captures their attention. This means children are not always able to access the intended learning.
- The childminder takes part in regular training to update her knowledge and refresh her skills. She selects training to meet the learning and development needs of the children who attend and strives to continually improve her practice. She carries out online research to gain new ideas and view different approaches used by other early years professionals. The childminder has used recent training on supporting children's love of reading to make changes that widen children's experiences of text types.
- The childminder understands the importance of repetition in learning. She plans opportunities for children to practise their skills and revisit key knowledge to help them grasp it fully. The childminder plans her curriculum to mirror or extend the knowledge and understanding children gain from the other settings they attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard the children in her care. She attends regular safeguarding training to keep her knowledge up to date. She knows the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the correct procedures to follow in the event of a concern about a child and the correct authorities to pass her concerns to. She has a good understanding of specific safeguarding issues relevant to her local area. The childminder discusses safeguarding regularly with her co-childminder to ensure they have both developed a good level of understanding.

What does the setting need to do to improve?

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

- develop the learning experiences further to fully capture children's attention, interest and engagement.

Setting details

Unique reference number	EY419693
Local authority	Cornwall
Inspection number	10305343
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	5
Number of children on roll	10
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 2010 and lives in the village of Devoran, near Truro. She works with her partner, who is also a registered childminder. She operates on Mondays, Wednesdays, Thursdays and Fridays, from 8am until 6pm, all year round. The childminder has a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Martin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of her.
- The childminder showed the inspector around the areas of the house and garden that are used by the children.
- The childminder explained how she and her co-childminder support children's learning and development.
- The inspector held discussions with the childminder and co-childminder.
- The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided by the childminder and assessed the impact on children's learning.
- The inspector took account of parents' written comments.
- The childminder provided the inspector with a sample of key documentation on request.

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 2023