

Childminder report

Inspection date: 24 February 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have access to lots of interesting toys and activities, and enjoy exploring the learning environment. For example, young children play with a car garage. They make car engine noises and develop co-ordination skills as they manoeuvre the toy cars. Children engage in the activities the childminder creates. They explore blocks of lemon-scented, yellow coloured ice that the childminder has prepared. They touch and smell the ice and pour salt onto it and watch it melt. Children are curious learners and older children explain that the ice 'smells sour'. Younger children recognise and name the colour yellow. They learn the difference between the words 'melon' and 'lemon'.

The childminder teaches children to be kind and considerate and they play together well. They share toys and take turns, and wait patiently to wash their hands before snack time. Older children support new children to feel comfortable and understand what they will be doing next.

Children are happy and confident in the childminder's home and quickly settle into their routine. They have positive relationships with the childminder and her assistant and enjoy the time they spend with them. Children sit for cuddles with the childminder's assistant as they explore activities. The childminder and her assistant speak in supportive voices and praise the children for their achievements. Children are confident to speak about what they know and can do.

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

- The childminder creates well-planned activities which are carefully sequenced and support children in their learning and development. For example, the childminder creates activities about lemons after she realised during 'pancake day' celebrations that some children did not know what a lemon was. However, the childminder does not always create strategies which support children's development of independence, particularly at snack time or with regards to their personal needs.
- The childminder has created a well-designed outdoor area where children develop various skills. For example, children explore the effects of gravity with a wall-pipe drop system. They have access to 'learning-sheds' filled with mark-making equipment and tools for maths, like rulers and weighing scales. However, the childminder does not plan how to support and extend some areas of children's physical development as effectively as she could, with particular regard to developing their core-strength, stability, balance and agility.
- The childminder has created an ambitious curriculum. She knows the children in her care well and each child knows they are unique and celebrated. The focus on language and communication is strong. Both the childminder and assistant

hold engaging conversations with children and give them time to think and respond. Children are good communicators. The childminder reads books daily, for example, 'The Gruffalo's Child' to extend the project of winter. The assistant reads in an interesting way and children enjoy listening to stories. Children have free access to a well-stocked library of books and they develop a love of reading.

- The childminder supports children to develop knowledge of the wider world and their local community. They visit the local library and church for various events, like the Harvest Festival. The childminder supports children to celebrate other religious and cultural celebrations. For example children enjoyed craft activities and stories during Chinese New Year. Children learn about nature, respect and caring for other living things. They enjoy watching and feeding 'Rex', the Giant African Land Snail and 'Everest' and 'Marshmallow', the resident Guinea Pigs. They learn about habitats and food cycles. Children participated in the National Bird Watching Week, built bird feeders and then created a worm terrarium to see how worms live underground.
- The childminder has good relationships with other professionals. For example, she is a member of a local childminder group where they share ideas and best practice. She ensures she keeps her and her assistant's training up to date. The assistant feels well supported in her role and enjoys her work.
- Parents are positive about the care their children receive. They are happy with the regular feedback and activities children take part in. Parents recommend the childminder to others and say that children make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise the signs that a child is at risk from harm. She ensures that she keeps her own and her assistant's safeguarding training and knowledge up to date and has robust safeguarding procedures in place. They know how to record incidents and refer concerns to the appropriate agencies. The childminder conducts daily risk assessments of her premises and equipment to ensure children are safe.

What does the setting need to do to improve?

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

- review strategies to support children to develop their independence skills more
- enhance the planning of the curriculum for children's physical development to extend their learning further, with particular regard to supporting their muscle strength and balance.

Setting details

Unique reference number	EY438459
Local authority	Cornwall
Inspection number	10263581
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 11
Total number of places	4
Number of children on roll	16
Date of previous inspection	5 May 2017

Information about this early years setting

The childminder registered in 2011 and lives in Helston, Cornwall. She holds a level 3 early years qualification and works with an assistant who holds a level 5 early years qualification. She operates Tuesday to Friday, from 7.30am to 5.30pm, all year round. The childminder is in receipt of funding to provide free early education to children aged two, three and four years.

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 provider.
- The inspector spoke with the childminder, the assistant and children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, the assistant and people living in her home.
- The inspector read feedback from parents during the inspection and took account of their views.

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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