

Childminder report

Inspection date:

8 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder forms nurturing relationships with children, who demonstrate they are settled and secure in her care. She is very attentive and responds warmly to children's individual needs throughout the day. For example, she promptly offers cuddles when children feel tired or in need of reassurance. The emotional security children develop supports their positive attitudes to exploration and learning. They enjoy leading their play, become confident in their own abilities and make good progress in their learning and development.

The childminder knows what she wants children to learn and focuses her curriculum on children's literacy and language development. When planning activities, she takes account of children's interests. Children show an interest in the books that are displayed invitingly to inspire their imaginations. They curl up with the childminder and listen attentively as she brings their favourite stories to life. She engages children in thoughtful conversations as they discuss the characters and narrative. Children's early literacy and speaking skills are impressive and they express themselves fluently, using a rich and broad vocabulary.

Children cooperate well with positive and supportive guidance from the childminder. The childminder is a caring role model and encourages good manners and consideration to others. Older children kindly support the younger ones to find resources and persevere with their play, for example.

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

- The childminder has a secure understanding of child development. She encourages children to follow their own thoughts and ideas to support their engagement and problem-solving skills. As older children make play dough, for example, they decide how much flour to add to make different textures. The childminder encourages them to experiment and explore through her thoughtful comments and interactions. However, she does not make the most of opportunities to build on their learning in mathematics, such as developing their counting and using mathematical language.
- Children are curious and enjoy learning. The childminder gets to know them well and involves parents in establishing what children know and are interested in. She is clear about what she wants children to learn. However, she does not focus as sharply as she could during children's chosen and spontaneous play to help them to develop their skills even further across all areas of learning.
- The childminder monitors children's development effectively and identifies gaps in their learning. The good partnerships with other settings the children also attend help her to provide a consistent and complementary approach to children's learning.

- Children become increasingly independent and manage their own hygiene routines. For example, the childminder encourages them to wash their hands after using the toilet and before eating lunch. She provides effective guidance, while having high expectations of children to do things for themselves. Children take pride in their achievements and grow in confidence.
- Parents value the childminder's care and professionalism. They appreciate the two-way flow of information and regular and reassuring updates concerning their children's well-being. The childminder supports children's learning at home effectively by sharing books with parents so that children can enjoy them with their families, for example.
- Children are confident and able to express themselves during the thoughtful and interesting conversations the childminder encourages. She gives children the time to think about their responses to questions and she interacts positively to extend their speaking skills. For example, when children pretend to make a cup of tea, she comments and makes suggestions that encourage their enjoyment and interaction.
- The childminder is very enthusiastic about her work and reflects on her practice effectively. She continues to build on her knowledge and skills to provide enriching learning experiences for children. For example, she has attended training that has inspired her to develop children's enthusiasm for literature.
- Children benefit from daily physical activity and explore their local natural environment. The childminder takes them to group activities where they socialise with others and extend their understanding of their own community. She ensures children find out about other communities in the wider world and teaches them to respect and value diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe from harm. She knows the signs and symptoms of abuse that may lead to a concern about a child's welfare. Regular safeguarding training supports the childminder's ability to keep children safe. She is clear about how to report any safeguarding concerns and knows the procedures to follow. The childminder creates a secure environment for children. She teaches them to tidy away toys after play to keep accidents to a minimum. The childminder supervises children effectively at all times.

What does the setting need to do to improve?

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

- support children more to count and use mathematical language during activities
- focus more sharply on children's next steps in learning during their chosen and spontaneous activities to provide more challenge and support them to make

even better progress in all areas of learning.

Setting details

Unique reference number	EY471816
Local authority	Cornwall
Inspection number	10308446
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 March 2018

Information about this early years setting

The childminder registered in 2014. She lives in Bray Shop, Callington, Cornwall. The childminder operates Monday to Friday, from 7.30am until 6.30pm, all year round, except bank holidays and family holidays. She holds an early years qualification at level 5. The childminder is eligible for 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 childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The childminder and the 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.
- Parents shared their views with the inspector 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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