

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content. They respond positively to the friendly, caring childminder and are secure and settled in her care. Children enjoy a wide range of activities that support their learning and developmental needs very well. The childminder actively encourages children to make good progress in their learning and development. Children develop their imaginations well through play. They like to pretend the childminder is a giant and chase her around the garden. Older children use colourful pom-poms and shiny shapes to create a make-believe meal and offer a visitor a pretend cup of tea. Children benefit from a wide range of experiences to broaden their knowledge. For example, they like to feed the childminder's chickens and find out about the different breeds. Children learn how to care for the childminder's animals and know to be gentle and not frighten them. Children learn to use good manners, such as saying 'please' and 'thank you', and ask politely if they can get down from the table after eating their food.

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

- The childminder provides purposeful play activities to encourage children's learning and supports their communication and language well. Older children speak confidently about their ideas. They tell the childminder about countries they might visit, such as Spain or America. Younger children start to express their ideas verbally and learn the names of shapes, such as hearts and stars.
- Children develop their mathematical awareness and coordination skills well in their play. Younger children become absorbed fitting pieces of train track together and learn about space, size and shape. Older children like to mix coloured water and crushed herbs together to make their 'magical lotions and potions'. They measure and pour the mixture into containers and learn about concepts of 'empty' and 'full'.
- Children learn to be kind and helpful and readily help to tidy away their toys. The childminder frequently praises children's efforts and they gain confidence in their abilities. They learn to share and take turns with others. Children feel safe with the childminder. However, at times, she misses some opportunities to help children learn more about acceptable boundaries and identifying possible risks, such as when playing outdoors.
- The childminder has completed training that has helped her understand more about how to encourage children's learning about nature outdoors. She uses this knowledge effectively to support children's interests and ideas. For example, children learn the names of flowers they see growing in the childminder's garden. They confidently tell a visitor which flowers are snowdrops or primroses.
- The childminder reflects well on her provision and identifies ways to develop how children learn through their play. She has improved systems for monitoring children's achievements more effectively to support their good progress and

future learning at school.

- Children benefit from motivating and exciting ways to learn about nature and widen their experiences. They have great fun going around the childminder's farm with her, feeding the animals. Children see chickens hatching in an incubator. They watch quietly as hens lay eggs. Children carry the eggs carefully back to the house for the childminder. Children like to visit a nearby beach with the childminder. They collect shells and learn about the mermaid's purse and driftwood they find.
- The childminder liaises well with parents and keeps them well informed of their children's daily activities and progress. She actively encourages parents' involvement in children's learning. However, the childminder has not formed links with other settings children attend to support a more continuous approach to their care and learning needs.
- Children have exciting opportunities to develop their physical skills and good health. They like going to a music and rhyme session with the childminder and have fun learning to control their movements, such as tapping sticks to a beat. Children join together to lift and shake a parachute up and down. They enjoy helping the childminder grow vegetables, such as carrots, runner beans or tomatoes. They are keen to pick apples from the orchard with her. Children like to help chop up the apples and rub flour and butter together to make an apple crumble to eat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe and promote their well-being. She understands possible safeguarding issues and is confident about recognising signs that may cause her concern about children's welfare. The childminder has formed clear policies and procedures to promote children's good health and safety. She shares her policies with parents to provide continuity and inform them about the provision she offers their children. The childminder organises space effectively to provide inviting play areas and a comfortable welcoming home for children.

What does the setting need to do to improve?

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

- strengthen children's awareness of keeping themselves and others safe from harm
- develop systems for liaising with all other settings children attend, to share information and work together more effectively to promote a continuous approach to children's care and learning.

Setting details

Unique reference number	EY549879
Local authority	Cornwall
Inspection number	10111190
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Camelford, Cornwall. The childminder is available to care for children Monday to Friday from 8am until 5.45pm all year round. She receives funding to provide free early years education for children aged three and four years. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with the childminder.
- A sample of documentation was viewed by the inspector, including operational policies, procedures and records of suitability.
- The inspector had discussions with the childminder, including about self-evaluation and how this supports continual improvements.
- A joint observation was completed by the inspector and childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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