

# Childminder report

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Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this welcoming and nurturing setting. The enthusiastic childminder organises a uniquely challenging and exciting curriculum with her co-childminder. The childminder's provision for children is inspirational. For example, she is keen to develop a range of skills to prepare children for school lunchtimes in an enjoyable way. Children are excited to make pizzas and create a variety of toppings using the multicoloured play dough. Children develop their strength, dexterity and control as they use the knives, forks and scissors. The childminder expertly questions children to find out what they know about how different fruit and vegetables grow. She skilfully builds on their knowledge using vocabulary tailored to their level of understanding. The childminder explains to the children how they will be served their cooked lunch when they attend school. Children are eager to walk around the room and practise carrying their play dough pizzas on small trays. They remain focused and become deeply involved in trying and practising new skills. They develop exceptionally positive attitudes to learning.

Children behave exceptionally well. They share toys and patiently wait their turn. The childminder supports children's natural inquisitiveness very well. She sensitively answers their questions as she discreetly breastfeeds her baby. Children show high levels of care and affectionately acknowledge the baby's smiles. The childminder supports children's emotional well-being superbly, helping them to develop into strong and secure individuals. The childminder knows the children extremely well and has high expectations for their learning.

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

- The childminder is committed to further develop the provision in close partnership with her co-childminder. She researches extensively, and enthusiastically shares her knowledge to constantly assess the effectiveness of their provision. The childminder and her co-childminder monitor each other and share constructive feedback to make improvements to the curriculum. There is a shared vision to continually provide the best for the children in their care.
- Children have exciting opportunities to learn outdoors. They have easy access to the extremely well-designed garden. The childminder plans activities that allow children to develop their coordination and gain self-confidence. For example, she decides to make the most of the windy weather and provides children with a wide range of tools for blowing bubbles. The children listen and watch attentively as she skilfully explains and demonstrates how to use them with the soapy mixture. Children follow the instructions well. They carefully experiment with the different tools and are highly delighted with their successful bubble making. Children confidently count to 10 and beyond as the bubbles form and correctly describe their differing sizes.

- The childminder makes excellent use of children's interests. For example, during water play children notice that not all toys float. The childminder supports them to make a simple written record of their observations as they test out which things float and which sink. This helps children to be inquisitive in their play and to understand that their marks have a meaning.
- The childminder provides children with superb opportunities to explore the environment, develop their muscle strength and their imagination when they play in a nearby field she rents. For example, children enjoy acting out their sea adventures as they climb in and out of a real boat on the grass. They learn how to manage and make informed judgements about risk.
- The childminder uses her extensive knowledge of technology to provide parents with secure online information about their children's development. Parents are inspired to support their children's learning at home. The childminder sends questionnaires to find out what skills parents consider important for children's preparation to start school. She skilfully adapts the curriculum to include the views gathered. Parents speak highly of the progress their children make.
- The childminder makes excellent use of additional funding to provide children with learning opportunities that they might not otherwise experience. For example, she takes them on outings to visit interesting places within the community. These opportunities help children to develop awe and wonder about the wider world.
- The childminder promotes children's literacy and speaking skills exceptionally well. She consistently models words and phonetic sounds of letters. She introduces new words to extend their vocabulary. Children with speech and language delay receive excellent support. All children make rapid progress and are well prepared for the next steps in their learning.
- The childminder enthusiastically develops children's understanding of local environmental issues and about helping others. Children take part in charity events and support a national recycling scheme.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge refreshed. She has an excellent understanding of all aspects of child protection and her responsibilities to report any concerns about a child's well-being. She is alert to possible signs and symptoms that indicate a child may be at risk of abuse and neglect or of being influenced by extreme behaviours or ideas. The childminder places a high priority on protecting children's safety both at home and when out on trips. She completes regular risk assessments within her co-childminder's home.

## Setting details

<b>Unique reference number</b>	EY544296
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10103639
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and works from the home of her co-childminder in Roche, near St Austell. Care is available each weekday, all year round. Funded places are available for children aged two, three and four years. The childminder has a relevant qualification at level 6.

## Information about this inspection

### Inspector

Linda Williamson

### Inspection activities

- The inspector discussed with the childminder how she plans and provides activities to support individual children's learning.
- The inspector considered the written feedback from parents about their views and experiences.
- The inspector observed the quality of teaching during activities inside and outside and assessed the impact this has on children's learning.
- The inspector spoke to the childminder about the leadership and management of her provision.
- The inspector looked at relevant documentation including the childminder's training certificates and evidence of the suitability of all adults living in the co-childminder's home.
- The inspector spoke to children during the inspection.

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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