

Childminder report

Inspection date: 12 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's nurturing environment. They are highly motivated and respond exceptionally well to her high expectations for their care and learning. The childminder provides an extremely varied and rich curriculum which is tailored to children's individual needs and abilities. She takes into account their personalities and interests when planning for the next stage in their learning. Children are highly independent, make choices in their learning and listen well when the childminder explains activities. For example, older children excitedly explore making patterns with marbles and paint, and younger children make their own creations using their fingers in the paint. Children show a great sense of pride as they achieve and the childminder gives them lots of praise.

Children with special educational needs and/or disabilities are extremely well supported by the childminder, who works closely with other professionals to make sure she can support them in making the best possible progress. Children communicate well because the childminder places a high emphasis on supporting their communication and language development.

Children behave exceptionally well. They patiently wait their turn as they get ready to go outside, and the older children show high levels of independence as they try to help younger children prepare by putting on their coats and boots. The childminder is a positive role model in the way she speaks to the children, helping them to value and respect others.

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

- The childminder is highly skilled in her teaching methods. She knows when to step in and support children and when it is appropriate to stand back and encourage them to independently succeed. She is constantly evaluating her learning environment. For example, she recognises that children need to develop all their muscles and it is better for them to be standing during activities rather than sitting all the time. She has created a long bench for children which is just the right height for them to play with equipment of their choice.
- The childminder has exceptionally positive relationships with parents. She shares how the children are progressing and seeks ideas from parents to evaluate the learning offered. The childminder shares activities that parents could do at home to enhance children's learning. Parents state that their children are making very good progress and thoroughly enjoy the wide variety of activities and outings they go on with the childminder.
- The childminder provides a wealth of learning opportunities outside the home. For example, children visit local beaches, parks and places of interest in the community. This helps them to learn about the natural world and the

communities they live in.

- The childminder has extremely effective systems in place to monitor her provision and to make sure that she is continually improving. For example, she attends a wealth of training opportunities, looks at research and meets with other early years professionals to extend her knowledge to improve her practice even further. Parents report that they are confident and encouraged to make suggestions about any improvements the childminder could consider.
- Children build excellent relationships with the childminder and each other. They are keen to play together. For example, when the children use the shop role-play area they excitedly agree who will be the shopkeeper and who will be the customer. They cooperate well and the childminder is on hand to extend their learning. She recently attended a course about promoting children's language and literacy. This has helped her to support children further with their communication. She has introduced an early literacy area where children make marks, use letters in their play and choose their own nursery rhymes.
- The childminder places a high emphasis on healthy eating and healthy lifestyles. She has introduced different resources to support children with their oral health, physical well-being and eating healthy foods. She encourages parents to take the resources home to ensure a more consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has highly effective procedures in place to safeguard children. She has an in-depth knowledge of all aspects of safeguarding, including the 'Prevent' duty and how she can help children learn to stay safe. The environment is safe and well thought out, and the childminder regularly reviews activities and the space she uses to make sure that children's safety is paramount. Children are encouraged to think about how to manage risks in their play. This enables them to gain a good understanding of how to keep themselves safe both in the home and when on outings.

Setting details

Unique reference number	EY289718
Local authority	Cornwall
Inspection number	10125565
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	4 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in St Austell, Cornwall. She works with an assistant and operates each weekday throughout the year. The childminder has a level 3 qualification in childcare and receives early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- The inspector completed a tour of the areas used by the children and noted that they were safe. The childminder talked about how she uses her learning environment to promote an effective curriculum.
- The inspector spoke to parents to gain their views.
- The inspector observed children and the childminder throughout the inspection in the playroom, lounge and outdoor area, and spoke with the children at appropriate times.

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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