

Childminder report

Inspection date: 19 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's behaviour is exemplary and they all play harmoniously together. Older children make paper aeroplanes for the younger ones. They excitedly have a competition on who can fly their aeroplane the furthest. Children use excellent language skills. They talk about when they went to visit an airport with the childminder and how they met a pilot. Some discuss their own experiences of going on an aeroplane to Portugal and Turkey. They use a map to find out where these countries are in the world. They impressively extend this further by creating their own airport using construction bricks. Children talk about making 'security guards' to keep the airport safe.

The childminder reflects well on her practice to ensure children reach their full potential. She has identified mathematics as an area to develop. She has attended training to enhance her already excellent teaching skills. Drawing on this training, the childminder combines music with mathematics, for example, to help children create rhythms, patterns and sequences. Children confidently build on what they already know. They begin to make their own repeating patterns with small toy bears.

Children are exceptionally happy and full of enthusiasm. They state that they love coming to the childminder's because she takes them to fun places. For example, children talk about how they climb trees and roll down grass banks. Children adore the childminder. She provides them with warmth and affection to help them feel valued and safe. Children's emotional well-being is high.

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

- Children have excellent opportunities to learn about the world around them. The childminder takes them to visit the local supermarket and learn about staff roles. For example, children have a tour of the bakery and talk to the baker. They learn how to make bread, talk about the ingredients used and watch how it rises in the oven. Children relish eating their hand-baked bread. They use their new skills when playing with dough in the childminder's setting. Children knead the dough, which supports their physical development.
- The childminder talks to children about the mining industry. On a visit to the Victorian clay works, children watched the water wheel with fascination. The childminder takes children on trips to visit a cathedral and a castle. They learn about historic places and about similarities and differences between faiths.
- Older children manage their care needs exceptionally well and do so independently. The childminder provides excellent support to younger children. She uses consistent praise and encouragement when they learn a new skill, such as toilet training.

- The childminder has formed a local childminding group where she meets with other early years professionals. She uses information from these discussions alongside training to help support children. For example, she finds positive and consistent strategies to encourage children to try new foods.
- Parents and carers think highly of the childminder. They state she is a 'natural' and how her love of children shines through. They write that the childminder provides a 'perfect mix of fun, freedom and discipline' and that she is 'professional and approachable'. The childminder provides parents with consistent information on how to help children prepare for school.
- The childminder ensures all children have strong opportunities to experience a wide range of activities. She enables children to watch the sheep in the field and observe a combine harvester cutting crops. Children explore ice using their hands and feet, and find out the fastest way to melt it. They learn how to grate cheese, play tennis with balloons and go swimming. The childminder provides a high-quality provision to guide children towards their future success.
- Children speak fluently about their experiences with the childminder. They share a photograph album and talk about how they went to visit a campsite. Children show excitement when describing their rock pooling experience at the beach. They share their thoughts about when they saw the community police officer and his dog, and when they visited the owl sanctuary. Children develop a good vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children understand how to keep safe. For instance, children always stay within sight of the childminder and are aware of the boundaries. The childminder carries out regular fire drills and children know to assemble in a safe place should a fire occur. She ensures that there is a well-stocked first-aid kit to deal with minor accidents and injuries. The childminder has a thorough understanding of how to protect children.. She knows how to report any concerns about a child's safety to the relevant agencies.

Setting details

Unique reference number	103237
Local authority	Cornwall
Inspection number	10125378
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 October 2015

Information about this early years setting

The childminder registered in 2000 and lives in St Austell, Cornwall. She operates Monday to Thursday from 8am until 5.45pm, all year round. The childminder receives free early years funding for children aged two, three and four years. She holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- Parent and carer views were gathered through written statements to gain their views of the childminder and her provision.
- The inspector spoke to the childminder about how she works effectively with other professionals.
- The childminder took the inspector on a learning walk and discussed the activities she provides for children.
- A range of documentation was looked at by the inspector, including the childminder's qualifications and her self-evaluation process.
- The inspector carried out a joint observation with the childminder and spoke to the children throughout the day.

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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