

# Childminder report

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Inspection date: 22 June 2021

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

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

### The provision is good

Children show that they are happy and relaxed in the childminder's warm and welcoming home. They form close friendships with the childminder and each other and become confident in their play. Babies return to the childminder regularly and enjoy a reassuring cuddle.

The childminder gathers valuable information about children from parents when they first attend. She follows children's familiar home routines and they settle quickly. Children eagerly talk about their families as they point out family members in special books the childminder provides.

Children can choose what they want to play with and they talk enthusiastically about their favourite toys and activities. The childminder successfully adapts activities to help children of different ages to take part. She very skilfully manages her practice to meet the individual needs of each child in her care.

Children behave very well. The childminder has high expectations, and children are clear about what is acceptable. She treats children with kindness and they become considerate towards each other. Older children look after the younger children and include them in their play. They share toys and cooperate well together. Children regularly use good manners and receive praise from the childminder when they think of others.

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

- The childminder is very reflective of her work. She is dedicated to developing her practice further and takes every opportunity to improve her knowledge and skills. Children benefit greatly from her fresh ideas and activities. For example, she has worked hard on improving her outdoor space to promote outdoor play. Children now thoroughly enjoy playing with the exciting water toys outside. They laugh together and share the variety of sprays, tubes and funnels, developing good manipulative skills as they play. They concentrate well and say that they really like using the water toys.
- Children become confident communicators in good preparation for moving on to future learning. The childminder skilfully joins in their pretend games to extend their language skills. For example, she encourages them to talk about their baby dolls as they pretend to take them out for a walk. Older children speak clearly as they play, using a wide vocabulary. They listen closely to each other and to adults and follow instructions carefully. Younger children smile, babble and attempt new words with the childminder's gentle encouragement and praise.
- The childminder forms good partnerships with other providers and local schools. She monitors children's progress diligently and knows how to access support

from other professionals when children need extra help. The childminder makes regular assessments and identifies what children need to learn next. However, she does not focus precisely on helping them to achieve the next steps that will develop their learning at an even higher level.

- Younger children develop good counting skills as they join in with number rhymes and songs. Older children match objects to numbers with confidence and skill. During some activities, however, the childminder does not give children time to experiment and explore concepts such as quantity. She misses chances to consolidate and extend their learning further.
- The childminder promotes healthy lifestyles very effectively. Children enjoy nutritious home-cooked meals and gain a good understanding of healthy eating. For example, the childminder involves them in preparing meals, such as making wraps for their lunch. They choose different types of vegetables and really enjoy chopping them up to make a delicious filling. Mealtimes are sociable and children develop good social skills and independence as they sit together around the table.
- Parents speak very highly of the care their children receive from the childminder. They particularly appreciate the good communication they have about their children's daily activities. They comment favourably on the many and varied ways the childminder keeps them informed about their children's progress. The childminder shares ideas and activities with parents. Children enjoy using resources they have made with the childminder at home, which extends their learning well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her safeguarding responsibilities. She has attended all relevant training and she continues to gain advice to keep her knowledge up to date. The childminder is alert to the possible signs of abuse and neglect. She knows the correct procedure to follow should she have concerns about a child's welfare. The childminder ensures she keeps children safe when in her home and when they go on outings. She teaches them how to stay safe and talks to them about road safety.

## What does the setting need to do to improve?

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

- use assessments of children's achievements to plan even more precisely, to continually build on and extend their learning further
- identify further ways to encourage children to explore mathematical concepts to consolidate and deepen their understanding.

## Setting details

<b>Unique reference number</b>	2508930
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10191679
<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 at time of inspection</b>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in St Austell, Cornwall. She operates Monday to Friday from 7am to 7pm, all year round. The childminder holds a level 3 qualification in childcare. She receives 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 provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The childminder and the inspector completed an evaluation of an activity.
- Children talked to the inspector throughout the inspection.
- The inspector looked at the views of parents in written comments.
- The inspector talked to the childminder during the inspection. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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