

Childminder report

Inspection date: 14 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the welcoming and friendly childminder. They enjoy close and engaging interactions. Children show that they feel safe, settled and happy in her home. The children are constantly engaged in purposeful play. They are motivated and challenged as they play by a skilful childminder. For example, children begin to identify shape names as they draw faces on a pumpkin using shape stencils. They learn mathematical concepts, such as 'heavy and light', when they describe the weight of the pumpkins.

Children are curious, creative and imaginative. For example, they make potions in the garden, mixing leaves, water and flowers into a large pot. The childminder extends children's learning as she shows them a diagram of a flower, introducing them to new language, such as 'stem', 'roots' and 'petal'. They laugh and smile as they take part in activities with the support of the childminder. The childminder is kind and considerate towards the children.

Children develop their independence well. They put on their own shoes, access their own activities and go to the toilet by themselves. They follow good hygiene routines and know to wash their hands after they have been to the toilet and before they eat. Children develop high levels of self-esteem and relish the praise they receive.

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

- The childminder successfully promotes children's communication and language skills. For example, she models language and uses repetition to reinforce children's understanding. She commentates as children play and explore, which helps to give meaning to what they are doing. The childminder introduces new vocabulary as they chat. Children are able and confident communicators. For example, they learn to describe how the contents of a pumpkin feel 'slimy' and 'stringy'.
- The childminder plans activities that support the children's next stage in learning and that she knows the children will enjoy. For example, children learn how to balance and climb successfully. They take part in an obstacle course that has been set up by the childminder to help support their physical development.
- The childminder is committed to her professional development and regularly accesses different training resources. However, she has not fully implemented all of the training to the best of her ability. Opportunities for children to explore rich and meaningful experiences that promote an understanding of people, families and communities beyond their own are less frequent.
- The childminder knows the children well and is aware of their interests and abilities. She monitors their progress over time to ensure that what she offers

helps them to continue their learning and development in most areas. She skilfully divides her time, attention and support between them. For example, when a toddler becomes disengaged with pumpkin carving, she immediately provides a sensory activity for the child. She models language well to them while ensuring that the older children still have her attention.

- Parents leave positive feedback for the childminder. They are particularly happy with the progress their children are making. The childminder provides detailed information about children's care needs and experiences throughout the day. This helps to promote continuity of care for children and helps parents and families feel included.
- The childminder's calm approach helps children to recognise and manage their emotions. When small disputes occur, children are gently reminded to share, have kind hands and use kind words. However, this is not always consistent in order to help children understand behaviour expectations.
- The childminder stayed in contact with families when her setting closed due to the COVID-19 pandemic restrictions. This helped children to settle back in quickly when her setting reopened. The childminder has recently begun reintroducing trips to the local duck pond. This is beginning to help children to develop some understanding of their own community and further develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe. She has a good knowledge of the signs that may indicate a concern about children's welfare, including abuse and extremism. She knows the procedures to follow and the people to contact should she have a concern. The childminder understands her responsibility to keep children safe from harm. She prioritises their well-being and teaches them how to manage small risks. For example, younger children are encouraged to take care on the steps to the garden and develop confidence as they do this.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their understanding of fundamental British values to promote their understanding and appreciation of diversity
- apply behaviour rules and expectations consistently and fairly to all children to develop their understanding even further.

Setting details

Unique reference number	2523895
Local authority	Cornwall
Inspection number	10208190
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
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 2019. She lives in the village of Fraddon, Near St Columb in Cornwall. The childminder provides care for children Monday, Thursday and Friday throughout the year. The childminder holds a level 6 qualification in early years childcare.

Information about this inspection

Inspector

Stephanie Ayres

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 discussed the childminder's curriculum and her ambition for children.
- Children spoke to the inspector about the activities they were engaged in.
- The childminder and the inspector jointly evaluated a planned activity.
- Parents provided written feedback about their children's experiences at the childminder's setting.
- The childminder and the inspector held discussions at appropriate times during the inspection, taking account of children's needs.
- The inspector looked at a sample of documents, including evidence of the suitability of the childminder and all household members.

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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