

Childminder report

Inspection date: 10 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and enjoy the time they spend with the childminder and her assistants. Children make choices in their learning from the wide range of resources and activities on offer. They confidently ask for help if needed and are keen to include the childminder and her assistants in their play. Children concentrate well, and receive good support to complete their activity. They are proud of their achievements. Children have good opportunities to develop their communication and language skills. For example, young children learn the different names and features of sea creatures. They are able to correctly identify each one and talk about them as they play with the models in the mouldable sand.

The childminder is committed to provide a home-from-home experience, where children feel content and settle quickly. She knows what she wants children to learn and offers high-quality care and education. The childminder has high expectations for children's behaviour. She works well with her assistants and together they plan interesting experiences using children's interests. Children make good progress.

The childminder has communicated well with parents throughout the COVID-19 pandemic. She shares information about children's learning and progress using an electronic system. Many parents have used the childminder's services for a number of years and they speak highly of the support they receive.

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

- The childminder demonstrates a genuine enjoyment of her work. She reviews her own practice and that of her assistants. However, she is not sufficiently focused on identifying and using professional development opportunities to further extend the teaching skills for her assistants and herself.
- The childminder has lively conversations with the children and role models language well. She extends children's short phrases into sentences. She introduces new words such as 'volcano' to help increase their vocabulary. However, at times, she does not give children time to think about the questions posed and provides the answer for them. As a result, children do not receive the support to use their own critical thinking skills and to be able to respond with their thoughts and ideas.
- Children receive good support to develop their personal, social and emotional skills. They learn to share resources, take their turn and show care and consideration to others. Children have warm, trusting relationships with the childminder and her assistants.
- Children learn about the natural world. They have regular walks to local woods where they look at bugs and leaves through their microscopes. Their learning is

extended by choosing story books about nature during their regular visits to the library.

- The childminder finds out from parents about their children's routines, interests and abilities before they start. She monitors progress and has a clear idea of where children are in their learning. She identifies appropriate next steps for them. For example, to assist children in preparation for starting nursery school, she teaches them why they should not run when indoors.
- Children enjoy being physically active. In the garden, they use ride-on toys and negotiate space with control. They climb up and over the large wooden pirate ship. Indoors, children dance to their favourite songs and happily learn how to walk sideways like a crab and shake their 'pincer hands'. Children enjoy regular walks to the park, woods and local town.
- Children experiment with a range of media and materials. They are keen to talk about their creations and enjoy mixing paints. Adults provide good support to extend children's learning. For example, they help children to paint their fingers and around their hands. Children are excited to see the fingerprints and hand shapes they have made on the paper in the different colours.
- The care and learning needs of older children attending nursery and primary schools are met well. They enjoy spending time with their friends, sharing mealtimes, visiting the park and doing craft activities together.
- Parents are complimentary about the childminder and her assistants. They have seen progress in their children's development and comment how happy their children are to attend the setting. They value the information they receive and advice about how to support their children's progress at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants keep children safe and promote their welfare. They have a good understanding of the procedures to follow should they have any concerns. They recognise the possible signs and symptoms of abuse and/or neglect, including those relating to wider safeguarding issues. They complete regular online training and are keen to attend face-to-face training when these are resumed. The childminder completes risk assessments for her home and outings. For example, she ensures children wear high-visibility jackets and hold a walking rope when they are supervised by her assistants for the walk to and from the local schools.

What does the setting need to do to improve?

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

- build on professional development plans to strengthen knowledge and raise the quality of teaching for all adults

- use effective questioning techniques to increase children's opportunities to use their own critical thinking skills and to be able to respond with their thoughts and ideas.

Setting details

Unique reference number	102520
Local authority	Cornwall
Inspection number	10216759
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 11
Total number of places	18
Number of children on roll	23
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 1983 and lives in Torpoint, Devon. She offers care every day from 6am until 7pm, all year round, except public holidays. The childminder works with assistants.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and about how she uses the premises to care for the children's well-being and safety.
- The inspector viewed some documentation, including training certificates, the attendance register and insurance.
- She spoke to parents to find out about their views on the care and education provided and took these into account.

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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