

Childminder report

Inspection date: 21 February 2022

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

The childminder has a wealth of knowledge and experience. She successfully uses this to plan a very well-sequenced and ambitious curriculum for all children. Children make rapid progress as the childminder expertly assesses and plans for their next steps. She clearly identifies areas where children need extra support to reach their potential. The childminder adapts her practice very affectively to help children excel with their progress as a result.

Children have very close attachments with the childminder. They thrive and are very settled under her genuine care and attention. Children's well-being and achievements are central to everything the childminder provides. Children are highly motivated and focused as they explore the activities. They enjoy enriching experiences inside and outside. For example, the childminder frequently takes children to the beach. They develop their physical skills while climbing, running and digging. Children explore weight by comparing stones and learn to count them. They make marks by painting the colours they see using water colours.

Children are extremely respectful to everyone and care for each other and the world around them. They behave incredibly well and know what is expected of them. The childminder supports children very well to persevere and succeed. Children become very confident in their abilities. They are highly independent and capable individuals who are ready for school.

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

- Children confidently learn and use language for numbers and comparisons in their play. The childminder uses every opportunity to help them build on this knowledge. For example, when she takes children on walks through the village, they collect leaves to sort and count, and look for familiar numbers on doors and signs.
- Children are deeply engaged in what they do and focused on their learning. They are supported to be independent and persist with challenges until they succeed. For example, children learn how to use a launch pad to propel cars along the floor. The childminder offers sensitive encouragement to keep them focused and engaged as they achieve.
- Children quickly develop their speech and language skills. The childminder models language extremely well to extend their vocabulary. She interacts very well to help children make connections with their past experiences and knowledge. Children gain a love for stories and poems. The childminder very successfully ignites their imagination and curiosity as she reads. She uses her voice and points to the pictures to draw children into the story.
- Children develop a strong understanding of a healthy lifestyle. They wash their

hands frequently and blow their noses into tissues. The childminder provides healthy snacks and drinks. She talks to the children about the importance of a healthy diet. The childminder promotes independence by involving the children in the preparation of their snack. They pour their own drinks and cut up fruit.

- The childminder forms excellent partnerships with parents. She works very closely with them to settle children quickly. As a result, children are highly confident and have a strong sense of belonging. They show excellent respect towards each other and the world around them. Children are very tolerant and polite. For example, they say 'please' when they want a turn, and help others who are less able to achieve things. Children's behaviour is exemplary as they know what is expected of them.
- The childminder constantly strives to improve her knowledge of how children learn. She attends network meetings with other early years professionals. The childminder uses this time to develop her teaching practices and keep up to date with the latest research and thinking. This enables her to ensure her curriculum and teaching of are of the highest standard. The childminder is passionate about enriching children's lives through meaningful experiences. She shares this passion and knowledge with others to support their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about keeping children safe. She attends regular training to keep her knowledge and understanding of safeguarding matters up to date. The childminder knows how to identify signs of abuse and how to report any concerns. She is particularly aware of the safe use of the internet as she has older children attending. The childminder shares this knowledge with parents where applicable to ensure children are also safe at home. She rigorously risk assesses all situations and enables children to understand risk and danger and how to keep themselves safe. For example, children know how to stop, look and listen for cars when they need to cross a road.

Setting details

Unique reference number	EY292097
Local authority	Cornwall
Inspection number	10125568
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	6
Number of children on roll	11
Date of previous inspection	5 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in East Taphouse, Cornwall. She operates Monday to Friday from 7am until 6pm all year round. The childminder receives early years education funding for children aged two, three and four years. She has a recognised childcare qualification at level 4.

Information about this inspection

Inspector

Sian Bath

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on the children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on the children.
- The inspector observed the interactions between the childminder and the children.

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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