

Childminder report

Inspection date: 25 March 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

Children feel incredibly safe and valued with this childminder. It is a home-from-home setting that gives children a deep sense of security. The childminder knows the children and their families extremely well, and she supports them to the best of her ability. Children show a 'can-do' attitude. They develop excellent independence skills because they are confident and well supported. Children explore the environment and activities with enthusiasm. They snuggle into the childminder and her assistant for stories and comfort when needed. Children develop excellent skills through the childminder's expert teaching. She threads themes and stories through all planned activities, inspiring children's interest, extending their understanding, and developing their memory and recall exceptionally well.

The childminder has high expectations for all children. Children make excellent progress, including those with special educational needs and/or disabilities. This is because the childminder provides a highly effective and sequenced curriculum. She shares the curriculum and activities regularly with parents. Children engage readily in activities and stay focused for long periods of time. They persevere with challenges. For example, children explore sequencing puzzles that challenge them. The childminder encourages them to stick with the task, and offers suggestions to help them accomplish it independently. Children show immense satisfaction when they complete it.

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

- The childminder and her assistant create calm yet stimulating environment for the children. Activities and resources are organised extremely well. They follow the children's interests and offer them challenge, while also allowing them the opportunity to use their imagination and test their own ideas. For example, children explore water and coloured foam in a tray outside. Toddlers enjoy experiencing the feel of foam on their hands. They love making handprints on the fence. Older children make potions and fill containers. They use language for space and measuring, such as over-flowing, full and empty. Children fetch resources to support their ideas, such as funnels and scoops.
- Children develop excellent language and literacy skills. The childminder models language expertly. She extends what the children say by modelling back their words in longer sentences. Older children look through books, telling themselves the story with accuracy. During play, children recite lines from their familiar stories. For example, when playing with bears outside, they say, 'That's daddy bear's porridge!'. Children also develop excellent numeracy skills. They count out the three bears and understand the quantity. They know when a number is more, when one more bear is added.
- Children behave exceptionally well. They know what is expected of them. This

helps the children to be ready for their next stage of education. They develop a strong sense of community and independence. For example, children take turns to set the table for lunch. They count how many of their friends are eating with them. They then set the table with the correct number of cups and cutlery. Children independently put on their sun hats and shoes before playing in the garden. They help each other at tidy-up time. Children have excellent listening and attention skills. They follow instructions and take on board suggestions to help them succeed.

- Children develop an excellent sense of belonging. They have very close relationships with the childminder and her assistant. Some children have struggled to settle in. The childminder has worked closely with parents to develop strategies to support this. Very quickly these children became secure and settled. They happily say goodbye to their parents each morning. This is because they are safe in the knowledge that they are extremely well care for by the childminder and her assistant. Children are content and happy here. This means they can flourish. Partnerships with parents are extremely effective.
- The childminder constantly reflects on her and her assistant's practice. They attend regular training and belong to several professional organisations. This helps them to adapt their practice and to improve outcomes for their children. Recently they attended training to develop children's physical development. Because of this, the childminder is developing her understanding of forest school principals. She wants to offer children more risky play in nature. The childminder is passionate about children having excellent experiences of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to safeguard children effectively. They show a detailed understanding of the signs of abuse, including the wider issues such as child exploitation. The childminder and her assistant know how to record and report all concerns effectively, including allegations to the right agencies. They teach children about risk and how to keep themselves safe, including using the internet safely.

Setting details

Unique reference number	102664
Local authority	Cornwall
Inspection number	10125377
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 1999 and lives in Bosnoweth near Helston, Cornwall. She works with an assistant. The childminder operates her service from 8am to 6pm, Monday to Friday, all year round. She provides funded education for two-, three- and four-year-old children.

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 the children's learning.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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