

Childminder report

Inspection date: 3 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 are happy, content and show that they are very emotionally secure in the childminder's care. The genuine friendships she forms with them support their well-being and enable children to thrive and enjoy learning.

Children's interests and individual learning needs are central to the childminder's extremely well-thought-out curriculum. She uses real-life experiences to inspire and enthuse children's learning. For example, children are highly focused as they make shopping lists, using scissors very skilfully to cut out pictures of what they need to make fruit pizza. They use a rich and varied vocabulary as they check their shopping lists when they are out shopping. They remark on the 'enormous' and 'juicy' strawberries and fluently discuss the shapes and colours. The childminder has very high expectations of children's ability to pack up their shopping and carry it home. As a result, children are very confident and self-assured.

Children's behaviour is exemplary. For example, they diligently follow the childminder's instructions on their walk to the shops. They demonstrate a mature and knowledgeable attitude to road safety. Children are extremely considerate and respectful of each other. They quite naturally work together during activities and regularly use good manners without being prompted.

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

- Children are exceptionally fluent and articulate communicators. They ask questions and explore their own thoughts and ideas. The childminder encourages this regularly and values what they have to say. For example, she supports children to talk through their plans to make a tent. She expertly prompts them to remember how to join the different parts and gives them time to think about and explain what they need to do next.
- The childminder is highly skilled at supporting children to build on their knowledge and understanding. She seizes every opportunity to make links in their learning so that they know more and remember more. For example, the childminder points out the seeds in fruit and encourages them to think about what seeds need to grow into plants. She builds further on their understanding by looking at books and taking photos of daffodils outdoors. Children develop an excellent understanding about the process of growth through the broad and rich experiences they enjoy with the childminder.
- Children benefit hugely from opportunities to extend their mathematical skills. For example, they relish the challenge of finding shapes and numbers on pavements and road signs on their walk to the shops. The childminder expertly encourages children to notice differences between rectangles and squares. She extends their mathematical understanding further as she introduces solid

shapes, such as cylinders.

- Children's physical development is a high priority for the childminder. She ensures that they have access to outdoor experiences every day. Children are enthusiastic to play outdoors. They run and enjoy energetic play. They are very skilful as they prepare fruit to make their snack. They talk confidently about safety while cutting the fruit with the childminder.
- The process for self-evaluation is highly effective. The childminder continually reflects on her practice and reviews her setting thoroughly. There is a strong focus on professional development. For example, the childminder works with other professionals to develop the skills she needs to support individual children. She shares her knowledge and experience with other childminders.
- Parents report that their children make excellent progress. They comment favourably about how the childminder prepares children for moving on to school. Parents speak very highly of the childminder and value her ability to quickly notice any gaps in children's development. They appreciate the ways they are able to work together with the childminder to resolve any issues. This helps children to make the best possible progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very thorough understanding of how to keep children safe and secure. She keeps her knowledge about child protection matters up to date through attending regular training. The childminder knows the signs that would give her cause for concern about a child's welfare. She is clear about local safeguarding procedures to ensure that children are kept safe. The childminder is meticulous about maintaining a safe and secure environment. She teaches children how to keep themselves safe. For example, they are careful when using tools and scissors during activities.

Setting details

Unique reference number	102412
Local authority	Cornwall
Inspection number	10125365
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 1991 and lives in St Austell, Cornwall. She operates weekdays for preschool children Tuesdays, Wednesdays and Thursdays from 8am-5pm, overtime by arrangement. The childminder is also registered with the County Council to provide care for children with special educational needs and/or disabilities including weekends, overnight and school holidays. She provides funded early education for two, three, and four-year-old children. The childminder holds a relevant qualification at level 4.

Information about this inspection

Inspector

Margaret Baird

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 had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in written comments.

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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