

# Childminder report

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children are delighted to come into this warm, well-organised and stimulating setting. They gladly greet the caring childminder and her assistants. Children settle quickly, reading stories and exploring construction toys. All children make excellent progress, as the childminder is extremely ambitious for all children, including those with special educational needs and/or disabilities (SEND). There is a brilliantly sequenced and well-planned curriculum that offers opportunities for children to learn new skills and knowledge and allows them to practise what they know. For example, toddlers explore jigsaws, concentrating on connecting the pieces. Three- and four-year-old children successfully sequence numbers one to 10. They accurately count the value of each number. Adults help them to count backwards.

Children are exceptionally polite and respectful. This is because adults are calm and model respect towards each other and the children. Children are very confident, as they feel extremely safe and secure. They know that adults care for them and will support them when needed. All children happily follow the routine and work collaboratively together. For example, toddlers fetch the shoe box for all the others to put their shoes in after outside play. They laugh as they successfully lift and manoeuvre it.

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

- All children, including those with SEND, make excellent progress with their communication and language skills. This is because adults model language extremely well. Adults repeat words and extend sentences for children. Adults use open-ended questions to encourage children to recall what they know and share their ideas and thinking. For example, children talk about what might happen when ice is placed in the sun and salt is poured on top. They learn words for solids and liquids as they explore the changes of ice.
- Children develop a love of stories as the childminder reads them a story of the week related to activities children are exploring. They read 'Sharing a Shell', as they have been exploring the seaside. Children enjoy recalling words and phrases from these familiar stories. They use some of these phrases in their play. Toddlers learn new words through these stories as adults expertly use the pictures to help children relate names to them.
- Adults brilliantly support children to understand the importance of a healthy lifestyle. They grow a large variety of fruit and vegetables with the children. Children learn the importance of caring for these to help them grow. They love harvesting strawberries and eating them for a snack. Older children talk about how healthy fruit is for their bodies. Children go for walks to local parks and run about, negotiating space. Adults help them understand the effect this has on their bodies.

- Children show a can-do attitude and succeed in all areas of learning, as the childminder carefully observes and assesses all children. She skilfully plans activities that offer brilliant challenge. For example, toddlers are learning to take turns sharing scoops and funnels during water play and older children are learning letter sounds. They find items that start with a particular letter sound and find the letter symbol from a selection of letters. Older children learn that numbers change when you take some away and toddlers learn to count to three when they sort blocks.
- Partnerships with parents are extremely effective. The childminder works closely with parents to support them with their children's development and school readiness. She shares her expert knowledge of how to support children with them. Parents are kept up to date about their children's development and next steps through termly assessments.
- The childminder is extremely reflective and strives to constantly improve her care and teaching of children. She is very passionate about ensuring all children have the best experiences they can to get them ready for their next stage in life. She works extremely well with outside agencies and other professionals to share ideas and practice. The childminder attends regular training to keep her knowledge up to date and informed.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistants have very robust knowledge of how to safeguard children. They know all categories of abuse and how to spot potential signs. The childminder is very secure about who to refer concerns to. She ensures that she and all her assistants have appropriate safeguarding training to keep their knowledge up to date. The childminder has effective systems in place to ensure the ongoing suitability of her assistants to work with children. She regularly risk assesses her home and garden to ensure children are safe and takes quick action to reduce any risk.

## Setting details

<b>Unique reference number</b>	EY461377
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10236147
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 12
<b>Total number of places</b>	9
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	14 February 2017

## Information about this early years setting

The childminder registered in 2013 and lives in Helston, Cornwall. She works with two assistants. The childminder operates her service from 7.30am to 5pm, Monday to Friday, all year round. She provides funded education for two-, three- and four-year-old children. The childminder has a relevant level 3 early years qualification.

## Information about this inspection

### Inspector

Sian Bath

## 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 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 SEND.
- 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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