

Childminder report

Inspection date: 9 January 2023

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 who attend this childminder's provision enjoy a warm and kind learning environment. The childminder speaks to children in a supportive and engaging way, often with a hint of fun in her voice. The children are comfortable and confident in her care. They are happy to communicate and express their likes and dislikes. For example, children enjoy moulding dough into different shapes and marking the dough with toy dinosaur's footprints. They talk and laugh as they explore this activity.

Young children have good coordination and control in both large and small movements. They enjoy singing songs and dancing to music. The childminder's assistant supports children to listen to the words of the songs and helps them to learn new words. For example, how to say the words 'pig' and 'sheep' in the song 'Old MacDonald'.

Children enjoy playing with the toys that are available. They play together well, for example, sharing the cars in a toy garage. They play with technological toys. For example, they explore toys which play music when you press a button. They develop fine motor skills by drawing and colouring with pencils and explore imaginatively with creative activities, such as cutting and gluing pictures.

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

- The childminder has toys and activities for children to play with and they are made available in the main 'learning' room. Children play and develop skills and knowledge with these toys. For example, children develop fine motor skills while playing with a large threading activity. However, the number of activities freely available for the children to choose from is limited. Children need to ask the childminder when they want other toys out. Children miss opportunities to develop independence and decision-making skills as a result.
- The childminder and her assistant have developed a curriculum which has a good focus on language and communication. They support children to become confident communicators. Children make good progress in their language skills. Children who speak English as an additional language make excellent progress from their starting points and catch up quickly in their vocabulary, language and communication skills. The childminder provides effective targeted support. She ensures that she speaks clearly, repeats new words and offers helpful activities to children who need extra support in their language development. The childminder and her assistant often read to children and there are some books available. However access to books is limited to a few, and the way in which books are read is sometimes disjointed. As a result, the childminder misses opportunities to consistently foster a love of books and reading in children.

- The childminder has high expectations for children. Children are curious and enjoy playing with the toys available. They behave well and are kind to each other. The childminder supports children to know how to share and the impact that their behaviour has on others. For example, during lunchtime, children begin to play with their food together. The childminder and her assistant effectively use positive behavioural management strategies to successfully encourage children to alter their behaviour. The childminder and her assistant are patient and gentle in their interactions with children.
- The childminder has created a special focus on helping children understand the wider world and to learn about a wide variety of religious and cultural celebrations. For example, the current project is the countries of Brazil and India. They celebrate the Tamil celebration of Pongal, which rejoices the sun, and enjoy a party with children, trying different foods. They use art and craft activities to explore these celebrations. The childminder supports children to understand the local community and areas of nature. They visit the beach, local parks and museums. They extend children's social skills on these trips out and also when they visit local toddler groups.
- The childminder has a good understanding of how children learn and develop. She works well with the assistant and they share their responsibilities well. Children have strong relationships with both the childminder and assistant. Parents are positive about the care their children receive. They report that their children make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise the signs of possible abuse. They are knowledgeable in safeguarding procedures and confident in how to put safeguarding arrangements into practice. The childminder ensures that herself and her assistant keep up to date with their safeguarding training and knowledge. They attend training courses together and update their policies and procedures together. The childminder has created suitable safeguarding arrangements. She conducts regular risk assessments to ensure her home is safe and secure.

What does the setting need to do to improve?

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

- give children more free access to activities and toys, supporting them to be more independent and develop their decision-making skills further
- further support children to develop a love of books and reading.

Setting details

Unique reference number	118474
Local authority	Cornwall
Inspection number	10263887
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 2000. She lives with her husband in Redruth, Cornwall. Sessions are from 7.15am until 5.45pm. The childminder employs an assistant to help with the care of the children. The childminder receives early education funding to provide free places for children aged two, three and four years old. The childminder and her assistant hold relevant level 2 qualifications.

Information about this inspection

Inspector

Victoria Jones

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 provider and has taken that into account in their evaluation of the provider.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke with the childminder and children during the inspection.
- The inspector read feedback from parents during the inspection and took account of their views.
- The inspector viewed the premises and the intent of the curriculum was discussed.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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