

Childminder report

Inspection date: 3 April 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 thrive in the care of this dedicated childminder. They learn about nature and the changing seasons as part of an ambitious curriculum. They benefit from exciting activities which develop a sense of adventure and teach them life skills. For example, they learn how to safely cook over a firepit with supervision from the childminder and her assistant. Children's attitudes to learning and relationships with others are very good. For instance, children delight in bringing in seeds from home to grow with the childminder and excitedly show their friends. Children have the opportunity to take managed risks, such as through climbing on large nets and on rope ladders on trees. Behaviour is very good.

The COVID-19 pandemic had a considerable but positive impact on the childminder's provision. She now childminds all day in her large garden which has been adapted as a stimulating place for children to learn. Children benefit from being able to play in the large polytunnel in colder weather, where they also grow food in the summer. They also have access to a sheltered area where they eat on rainy days. Babies nap in travel cots in the cosy caravan or, as they get older, in sleeping tents outdoors. Children are well looked after.

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

- The childminder provides an exciting and varied curriculum for children. She uses the natural world for inspiration. For example, children learn about patterns on different animals and create artwork linked to these. Children make good progress in all areas of the early years foundation stage (EYFS).
- There is a strong focus on healthy lifestyles. The childminder helps the children to grow their own food, such as sweetcorn and peas. She ensures the children eat healthy food throughout the day. She teaches the older children to prepare their own lunches and become more independent. For example, they learn to make sandwiches with home-made bread. Children are keen to share what they have learned.
- The childminder carefully adapts the learning environment to promote children's physical development. She gives babies the opportunity to pull themselves up to standing using boxes as they explore outdoors. This helps them to gain the confidence and strength to begin to walk on their own. Older children relish the opportunity to balance on planks of woods and tyres. Children develop their physical skills very well.
- The childminder teaches children to identify and manage risks. They learn about keeping themselves safe around plants from a very young age. For example, they learn to recognise and avoid stinging nettles. They research and learn how to stay safe near wildlife, including grass snakes, adders and slow-worms. Children are sensible and remain effectively supervised at all times.

- The childminder promotes a love of language. She sings nursery rhymes throughout the day and babies listen with interest. The childminder reads stories to children and talks about what they have read. However, children are not always able to readily access books and look at them independently.
- Children who speak English as an additional language receive a good level of additional support. The childminder is proactive in learning other languages to communicate with them. For example, she has recently attended a course to learn French.
- Parent partnerships are good. The childminder provides a personalised settling-in process for all new children. Parents are extremely happy with the service she provides. They appreciate the advice she gives, such as suggesting what types of clothing the children wear during the colder months. However, the childminder does not always share information about children's next steps with parents as well as she could.
- The childminder works well alongside a co-childminder and an assistant. They readily share information with each other throughout the day, such as messages from parents. The childminder has secure processes in place to ensure consistency when different adults are working. She ensures her assistant's knowledge of the EYFS is up to date and carries out regular observations of their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and understands the process to follow if she is concerned about a child. She ensures her assistant attends safeguarding training and has a good knowledge of safeguarding. The childminder carries out effective risk assessments of her home and garden. She ensures the garden area is secure and locked at all times. The childminder adjusts her practice according to government guidelines. For instance, she ensures that children do not access the enclosure for ducks and chickens when there are avian flu concerns.

What does the setting need to do to improve?

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

- provide more opportunities for children to look at books independently
- build on the current systems to more readily share children's next steps with parents.

Setting details

Unique reference number	EY491962
Local authority	Cornwall
Inspection number	10280222
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	0 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 August 2017

Information about this early years setting

The childminder registered in 2105 and lives on a farm in Laneast, near Launceston. She works throughout the year from 8am to 5.30pm, Monday to Thursday, apart from family holidays. The childminder is in receipt of funding for children aged two, three and four years. She holds a relevant level 3 childcare qualification and a forest school qualification. She works alongside another childminder and an assistant.

Information about this inspection

Inspector

Leanne Edge

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 this into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including their aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on 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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