

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her assistants provide children with the highest quality of care. They plan a rich and varied selection of activities inside and outdoors, which captivate children's interests. Children are extremely happy and feel safe, secure and ready to learn. Young children laugh hysterically when the childminder interacts and plays a game with them. Children have very strong attachments and relationships with the adults that care for them.

Staff treat children with the utmost respect by giving them a voice and encouraging them to make choices. The whole curriculum centres around children's curiosity and encourages them to 'have a go' at every opportunity. Staff encourage children to contribute their own ideas. For example, children show extremely high levels of engagement as they search around the garden looking for insects using magnifying glasses and toy cameras that they have selected.

The childminder's in-depth knowledge and use of highly skilled interactions mean that children make outstanding progress. The exceptionally responsive teaching and repeating of sounds and words correctly from all staff ensure that young children's speech and communication develops excellently. Children rise to the childminder's high expectations as they concentrate hard and persist. For example, children develop their hand-to-eye coordination as they use tweezers to pick up pretend worms and compare their length.

Children delight in a range of wonderful learning experiences outside. They have daily access to the outdoor environment where staff plan a range of superb learning opportunities. They also explore the environment and embark on local walks. This helps children to understand the natural environment as staff talk to them about what they can see and the changing seasons. For instance, they collect objects they find, such as acorns and sticks, and compare these to previous ones. The childminder and her assistants work very effectively together to meet children's individual needs and to provide excellent support to help children progress. She sharply focuses training on the changing needs of the children, such as helping them develop their self-confidence with others.

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

- The childminder and her assistants tune into what children are thinking and use each moment to extend learning and meet their next steps. High-level conversations and interactions support children to make exceptional progress, such as supporting them to investigate which utensil is the most successful when spreading soft cheese. The childminder and her assistants skilfully encourage the children to make their own choice and 'have a go' at spreading

the cheese with a variety of utensils, all the time ensuring that they are teaching the children about shape and size.

- Promotion of positive behaviour threads seamlessly through interactions with children. The childminder uses praise effectively and sensitively helps children to understand and develop their skills in sharing and taking turns.
- Language and communication are a primary focus for the childminder. She supports the younger children's language superbly. For example, when she introduces words, such as 'strawberry', to the younger children, she waits patiently for them to reply and gives praise. Children show a sense of achievement when they receive this and repeat the word again. The childminder and her assistants model correct pronunciations sensitively, so as not to discourage children from trying.
- The childminder and her assistants have established effective nappy-changing routines, ensuring that the youngest of children remain comfortable. They seize these moments to teach different parts of their bodies as they point to them, such as their nose and tummy.
- The childminder has a deep understanding of the curriculum and uses children's interests to engage them in fascinating and creative play and activities, which they thoroughly enjoy. The childminder nurtures a love of books and singing. She places a wide range of fiction and non-fiction books at the heart of children's play. For instance, a storybook about spring time inspires the children to produce imaginative construction work, learn about different animals and their babies and sing songs.
- Partnerships with parents and carers are exceptional. The childminder keeps parents well informed and updated about their children's learning through observations, photos and regular assessments. Parents speak very highly about the childminder and her assistants and say that they provide a 'welcoming setting that supports and educates children'. Parents comment that their children come home inspired by the day's learning and want to 'show off new words they have learned'.
- Children's behaviour is excellent. They demonstrate that they can engage and focus for extremely long periods and display excellent attitudes towards learning. The childminder supports children exceptionally well to persevere with challenge to complete difficult tasks, such as when trying to find numbers on toy ducks to match the correct number on logs.
- This inspirational childminder works closely with her assistants, supervising and supporting their practice very effectively. They work as a highly effective team, working closely to evaluate and analyse all aspects of their provision. She takes part in local networking meetings and attends training to continuously improve her teaching practice. She regularly reflects on her provision and takes account of parents' views to ensure her provision offers children the best possible start in life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an excellent understanding of how to keep children safe. They have comprehensive, up-to-date knowledge of all safeguarding matters. Their knowledge of the referral process if they have a concern for a child's welfare is secure. This includes procedures to follow if there is an allegation about the childminder, her assistants or a member of the household. The childminder and her assistants give children's safety a high priority, and they carry out regular risk assessments to ensure children's welfare.

Setting details

Unique reference number	EY435422
Local authority	Cornwall
Inspection number	10280228
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 8
Total number of places	23
Number of children on roll	23
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 2011 and lives in Camelford. Her childcare provision is known as Bright Sparks. The childminder employs two assistants to help with the care of children. Care is available Monday to Friday, from 8am until 6pm, all year round, except for the childminder's holidays. The childminder receives early education funding to provide free places for children aged two, three and four years. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Stephanie Ayres

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 took the inspector on a learning walk around her home to ensure it was safe and suitable for children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector looked at a selection of documents and checked evidence of the suitability of persons living in the household.
- The inspector observed the childminder's interactions with the children and assessed the impact these have on children's learning.
- The inspector read statements from parents in order to obtain their views on the service the childminder provides.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.

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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