

Childminder report

Inspection date: 16 May 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 are very happy and secure. They smile, play and laugh together. Children form close relationships with each other and the childminder. They are kind to one another. Pre-school children and toddlers like to check on babies. They frequently ask if the babies are all right and are very gentle with them. The childminder helps children to learn good manners. Toddlers and pre-school children say 'please' and 'thank you'.

The childminder provides an ambitious curriculum. She takes all children's needs and stages of development into consideration. The childminder identifies what the children know and can do. She uses this to build on what children need to learn next. The childminder helps children become ready for their next stage of education. Babies learn how to engage with the world around them. Toddlers learn how to become independent. Pre-school children develop self-care skills. The childminder meets the needs of babies, toddlers and pre-school children effectively.

The childminder gives parents advice on their children's development and how to support their learning at home. Parents comment that their children bring home new songs to sing. They feel that their children make good progress. Parents are very happy with the daily communication they receive from the childminder.

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

- The childminder supports pre-school children's knowledge and understanding of numbers effectively. They walk in water and make footprints on the floor. Pre-school children count how many toes they can see. The childminder asks the children 'How long do you think it will take for the prints to disappear?'. Pre-school children look at the childminder's watch. They watch the time and the numbers change together. The childminder nurtures their interest in the time and reads out the numbers from her watch throughout the day.
- Children love to read stories together. They choose a favourite book for the childminder to read. Babies begin to learn how to turn the pages. Toddlers and pre-school children listen intently. They talk about what may happen next. The childminder supports all children's love of books effectively.
- The childminder teaches toddlers and pre-school children to learn independence skills. Toddlers ask the childminder for help to put their socks on. She shows them how to put the first one on. Toddlers persevere to put the other one on. The childminder praises the toddlers for their efforts. Pre-school children put their own shoes on. They feel proud when they put them on the right feet by themselves. The childminder boosts toddlers' and pre-school children's self-esteem.
- The childminder supports babies to tune into their senses. They love listening to

the sound of rice falling on a tray. Babies look up high to the childminder's hand as she sprinkles the rice. They look back down to the tray as it falls. This strengthens babies' head and neck muscles.

- The childminder provides toddlers and pre-school children with challenges. For example, they must free the toy dinosaurs trapped in ice blocks. The children strengthen their hand muscles. They use utensils to try and dig the dinosaurs out. The childminder asks the children 'What happens to ice in the sunshine?'. She tells them the answer straight away. The childminder does not give children time to think and formulate a response. She does not always build on children's communication and language skills effectively.
- Toddlers and pre-school children play a game in the garden. They pretend to be a police officer and chase after each other. They take turns wearing the police hat. Children like to be outside and play on the slide. However, the childminder has not fully developed the outdoor learning environment. It does not offer children enough opportunities to inspire and engage them. Children are not as able to broaden their learning outdoors as they can indoors.
- The childminder is proactive in seeking training opportunities to improve her practice. She communicates with staff at the local primary school, which helps children transition on to the school more smoothly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective risk assessments in place for when babies are sleeping. She ensures they lie flat and monitors them frequently to ensure their well-being. The childminder teaches children how to manage risk. Toddlers and pre-school children remember the rules and tell each other how to use the slide safely. The childminder knows the signs and symptoms of abuse or neglect. She knows which agencies to contact should there be a concern about a child's welfare. The childminder understands what to do in the event of an allegation made against adults working with children or a household member.

What does the setting need to do to improve?

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

- develop ways to promote toddlers' and pre-school children's communication and language skills further, allowing them time to think and formulate a response
- improve the outdoor learning environment to offer children learning opportunities that inspire and engage them.

Setting details

Unique reference number	EY539675
Local authority	Cornwall
Inspection number	10287444
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2016. She lives in Looe, Cornwall. The childminder's service is open from 7am to 6pm on Monday to Thursday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Jemma Honey

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a parent during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- Children communicated with the inspector during the inspection.

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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