

Childminder report

Inspection date: 23 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 feel happy and safe. They are kind to one another. Pre-school children share with toddlers. They pass each other puzzle pieces and play cooperatively. Pre-school children check on the well-being of toddlers. On arrival, pre-school children show the toddlers a favourite storybook about the beach. Toddlers enjoy listening to the storybook and this helps them settle. Children say 'please' and 'thank you' often. The childminder has high expectations for behaviour and children have good manners.

There is a good curriculum in place. The childminder builds on what the children know and can do effectively. She has a good understanding of how to help children make progress towards their next steps of development. The childminder provides learning experiences to suit the children's needs. For example, she helps toddlers and pre-school children develop their early writing skills. The childminder provides chunky pencils for toddlers. She shows them how to grasp the pencil securely. Pre-school children use thin pencils. The childminder encourages them to make more controlled movements.

Parents speak highly of the childminder. They welcome the advice and guidance they receive on their children's development. Parents comment that their children learn new skills. They feel they have become confident learners since attending.

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

- Toddlers and pre-school children explore seaweed, shells and stones collected from a beach. They are curious and motivated to play. Toddlers throw stones into a bucket and like to make the water splash. Pre-school children examine the seaweed. The childminder asks the pre-school children if they can recall where they found it. They remember it was 'high-up on the tide line'. Toddlers and pre-school children broaden their knowledge and understanding of the world.
- The childminder supports children to strengthen their upper-body muscles. She models how to make marks on a dry surface with water. Toddlers copy this and make large watermarks with their arms and hands. The childminder supports pre-school children to improve their finger dexterity. Pre-school children practise writing their name with their finger using water.
- The childminder supports pre-school children to process and deal with their emotions effectively. Occasionally they may become overwhelmed. The childminder helps pre-school children find solutions. Pre-school children know they can seek an alternative place to play and have some quiet time. They know their feelings are important and they feel heard.
- Toddlers learn problem-solving skills. They place different shapes on a peg board. Toddlers twist and move the wooden pieces around until they fit. They

persist with this activity despite it being a challenge. Toddlers are proud of their accomplishments. They begin to develop their knowledge and understanding of shapes effectively.

- Toddlers and pre-school children choose to re-enact life at home. They pretend to hang out washing in the garden. Toddlers and pre-school children request to play with baby dolls and toy buggies. They ask to play with art and craft resources, although they cannot easily access these in the environment. Many toys and resources are out of reach of children. At times, this prevents children from following their interests.
- Toddlers and pre-school children have secure attachments with the childminder. The childminder is responsive to their needs. Toddlers tell the childminder when they feel tired and have a sleep. Pre-school children have a snack when they are hungry. However, sometimes toddlers lack the confidence to play independently. For example, toddlers will stop what they are doing and follow the childminder if she leaves the room. The childminder does not fully empower toddlers to maximise their learning and development.
- Children learn about their local community. They visit a local church. Toddlers and pre-school children know to use their 'quiet voices' inside the church. They learn about being respectful. Toddlers and pre-school children talk about people and where they live. They develop their awareness of similarities and differences.
- The childminder works collaboratively with other settings children attend. They exchange updates on children's development. The childminder shares information on children's next steps. All children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder teaches children how to manage their own safety. She carries out regular fire drills with the children. The childminder places a high-visibility jacket in different areas of her home to represent a 'fire'. Pre-school children are able to explain the different exits they may use and why. The childminder has a good understanding of the signs and symptoms of possible abuse or neglect. She has systems in place to identify and respond to concerns over a child's welfare in a timely manner.

What does the setting need to do to improve?

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

- organise children's indoor play environment to help them access resources more easily to enable them to follow their interests
- strengthen toddler's confidence to enable them to engage in activities independently, to maximise their learning and development.

Setting details

Unique reference number	102255
Local authority	Cornwall
Inspection number	10291127
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 1997. She lives in the village of Luxulyan, near Bodmin in Cornwall. The childminder cares for children from 8am to 5pm, Monday to Friday, throughout the year. 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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of group activity with the childminder.
- 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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