

Childminder report

Inspection date: 17 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

All children are calm and feel very relaxed with the childminder. Some toddlers choose to have a rest while they listen to music. Other toddlers pretend to vacuum and re-enact experiences from home. Pre-school children talk to the childminder about how they have slept the night before. Children are happy and confident. They feel safe and secure because they have positive relationships with the childminder and each other. The childminder has high expectations of children's behaviour. This helps them to learn good manners. All children say 'please' and 'thank you' often.

All children make progress in their learning and development. The childminder follows the children's interests and adapts her plans to accommodate these. For example, after some children visit London with their families, she reads a book about London with them. Children successfully broaden their knowledge of the world. The childminder identifies children's starting points when they first enrol. She builds on their learning and identifies next steps of development. The childminder shares these with parents so that individual learning can continue at home.

The childminder works in partnership with parents well. She offers them advice and updates them regularly on their children's progress. Parents comment that their children 'have flourished since attending' and 'always come home smiling'.

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

- The childminder's curriculum successfully builds on what children already know and what they need to learn next. The childminder targets her support and activities well to ensure that children's knowledge continues to grow. For example, children learn about mathematical concepts and are curious about numbers. The childminder counts fish in a book with toddlers. She helps children to understand the value and quantity of numbers. Pre-school children recognise the numeral three and say, 'I am three'. The childminder extends this learning and shows them three fingers, which the children copy, holding up three fingers as they count.
- The childminder reads storybooks with expression to the children. She talks to them about how the characters feel, which helps them to learn about emotions. Pre-school children engage well and repeat phrases from a well-known story. However, the childminder's strategies to develop communication and language for toddlers does not successfully ensure that they join in. For example, she speaks very quickly when talking and reading to them. Toddlers are not always able to hear or learn new words.
- The childminder helps children to develop their physical skills. Children like to be

active. They climb in and out of a tent and crawl through a pop-up tunnel. Toddlers hide inside the tent and jump out to surprise their friends. They are resilient if they fall and get back up again with a smile. Pre-school children learn to climb and balance on play equipment while they visit a local park. All children build on their core and upper body strength.

- All children like to use paint and glue. They request to decorate a paper hot air balloon. The children enjoy using these art materials. However, the childminder does not allow them the opportunity to be creative and follow their own ideas. For example, she holds the children's hands and directs them to make the same patterns as each other. The childminder does not always promote the children's free choice.
- The childminder teaches children how to manage their own safety. She talks to pre-school children about how to use scissors and pass them safely to one another. While on outings, the children know the rules and the routines. The childminder teaches them about road safety. They listen and respond well to her instructions. All children know that they must look left and right to check if it is safe for everyone to cross.
- The childminder communicates with other settings children attend. She shares what children are working on with her, and they work in collaboration with each other. The childminder has reorganised the way she plans children's learning and development. She has reduced the amount of paperwork, which gives her more time with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has made many improvements since the last inspection. She ensures that she informs Ofsted of all persons aged 16 years or over living on the premises. The childminder ensures they have appropriate checks to determine their suitability. The childminder knows the signs and symptoms of possible abuse or neglect. She knows which outside agency to contact should she have a concern about the welfare of a child. The childminder knows what to do in the event of an allegation made against herself or a household member. She updates her safeguarding training regularly to keep her knowledge current and in line with local procedures.

What does the setting need to do to improve?

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

- extend communication and language strategies with toddlers so that they can hear and learn new words
- provide more opportunities for toddlers and pre-school children to have free choice, be creative and follow their own ideas.

Setting details

Unique reference number	102239
Local authority	Cornwall
Inspection number	10287228
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 5
Total number of places	4
Number of children on roll	8
Date of previous inspection	24 March 2023

Information about this early years setting

The childminder registered in 1997 and lives in Truro, Cornwall. She provides care for children Monday to Friday, from 7am until 6pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that 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 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 a communication and language 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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