

Childminder report

Inspection date: 2 October 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

Children are emotionally secure and happy in the childminder's home and show they feel safe in her care. They arrive confidently and greet each other and the childminder warmly. When children are upset, the childminder provides reassurance and comfort and distracts them with toys that she knows they will like. She offers flexible arrangements to help new children settle in quickly and form strong attachments. Parents comment that they appreciate this gentle and sensitive approach.

The childminder knows the children well and provides a well-thought-out curriculum. She understands how to build on what children already know and can do to help them make progress. Children have good opportunities to explore the broad variety of resources. Overall, the childminder provides effective support to help children to gain the skills and knowledge needed for later learning, including school. Children play imaginatively, such as when pretending to serve the childminder role-play food. They make independent choices in their play, join in with games and activities and develop positive attitudes to learning. For example, they thoroughly enjoy waving bubble wands and chasing and popping the bubbles as they float across the garden. Younger children build their hand strength and coordination, such as when winding up mechanical toys and pretending to use tools to fix things. Pre-school children develop good listening skills. For example, they listen carefully as the childminder speaks and tap out the number of syllables in their names using musical instruments.

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

- Since the last inspection, the childminder has taken quick and effective action to improve her knowledge of safeguarding and to meet the requirements of the early years foundation stage.
- The childminder takes account of children's next steps in learning when considering how to support them. For example, when pre-school children are developmentally ready, she provides different ways for them to make marks and practise their early writing skills. During some adult-led activities, the childminder does not consider how to support and target the younger children's learning needs as well as she could. At times, these activities are pitched too high for them, so the younger children do not engage as well as the older children.
- The childminder assesses children's learning and development accurately and takes account of their likes and interests when deciding what toys and resources to get out. On occasion, the childminder does not organise the curriculum and environment as effectively as possible, so the children become overexcited and lose focus during their self-chosen play.

- The childminder supports children's communication and language well. She models a broad vocabulary and repeats what the children say, using plain English while pronouncing the sounds clearly. For instance, when younger children say 'moo moos', the childminder repeats 'yes, cows'. All children learn new words rapidly and express themselves confidently.
- The childminder teaches children social skills and to use good manners. She shows them respect when asking their permission to wipe their nose and thanks them after for allowing her to do this. Children happily point out and name their friends in the photographs displayed on the walls. They play well together and are polite. For example, children learn to say thank you when someone helps them and with the childminder's help, they share the resources with each other.
- The childminder praises children's efforts and achievements to help build their confidence in their own abilities. For example, the childminder encourages two-year-old children to try to peel oranges and the children persevere until they succeed. Pre-school children take themselves to the toilet and put their own boots on independently.
- Parents' feedback is positive. They comment on the childminder's nurturing character and the close relationships that she and her family form with the children. Parents are kept informed of their children's care routines and achievements and state that their children make good progress, particularly regarding their confidence, speech and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and knows what to do if she has concerns about a child's welfare. She has completed relevant safeguarding training and updated her policies, to ensure she understands what an allegation is and the process to follow to report these to the relevant agencies. The childminder can recognise the potential signs and symptoms of abuse and is aware of how to make a referral. She understands how to identify and manage hazards and risks. For example, she uses gates around her home and garden to prevent children from accessing other areas of the premises.

What does the setting need to do to improve?

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

- review the level of challenge and support provided for younger children during group activities, such as story times, to help them to concentrate and develop their speech further
- develop the organisation of the curriculum to link each child's experiences more closely with their next steps in learning, to engage them in their chosen activities and extend their learning further.

Setting details

Unique reference number	2566129
Local authority	Cornwall
Inspection number	10291921
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 April 2023

Information about this early years setting

The childminder registered in 2020 and lives in Polyphant, Launceston. She operates her childminding provision from Monday to Friday, 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
Sarah Madge

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 inspector spoke to parents to gain their views about the childminder.
- The inspector and childminder observed children during activities and held discussions about the children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was sampled, including the childminder's qualification and training certificates and her policies and procedures.

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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