

Childminder report

Inspection date: 31 October 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy in the childminder's welcoming home. They form warm relationships with the childminder, who offers a nurturing and inspiring environment. Children interact well with others, develop good imaginations and begin to learn about nature and living things. For example, they talk about the natural objects, such as leaves, conkers and chestnuts, which they collected from the woods. Children are keen to learn how a squirrel looks for and stores its food.

Children behave very well and display good levels of respect and consideration. The childminder has high expectations of children, and they rise to the challenge by following routines with confidence. Children help to tidy away their toys and use 'please' and 'thank you' appropriately. At mealtimes, they ask for permission before leaving the table. The childminder praises the children for their good manners and kindness. This boosts their self-esteem and helps them feel valued.

The childminder focuses her curriculum well on ensuring that children gain the skills they need in preparation for school. She ensures that children learn to do things for themselves, such as putting on their outdoor clothes before going to play in the garden. Children confidently have a go and ask for help when they need it. They show good resilience as they persevere to undertake new tasks. They are proud of their achievements, for example, by happily saying, 'I have done the zip right up to my neck.'

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

- The childminder takes into consideration children's interests and abilities when planning activities. Children enjoy using chalks to colour in the garden path. They describe the pattern created, confidently recognising the colours and shapes. They accurately count the chalks when replacing them into the bucket. Children gain good creativity and fine motor and mathematical skills.
- Children have plenty of opportunities to be active and healthy and to build on their gross motor skills, coordination and balance. They skilfully use balance bicycles, enjoy kicking balls and throwing small plastic rings high over the washing line. The childminder sets new challenges for the children to achieve.
- The childminder provides a balance of adult-led and child-initiated activities. However, during whole-group activities, such as story and singing times, younger children are not able to access the learning as deeply as the older children. For example, the content of the story and the questions that the childminder asks are too advanced for the age and stage of the younger children. As a result, the younger ones are not able to successfully communicate their thoughts and ideas, and they lose interest.
- Partnership working with parents is strong and effective. Parents praise the

activities that the childminder provides for their children, such as the regular outings to places of interest. Parents receive information about their children's progress and ideas about how they can support more learning at home.

However, the childminder has not yet established a relationship with other settings children attend to share valuable information regarding their progress.

- The childminder focuses her curriculum well to support children's emotional development. For example, she sensitively encourages children to explain why they feel sad and what could be done to make them happier. She supports children to resolve conflicts by helping them to think about the effects of their actions. This helps children to build good friendships and emotional resilience.
- Older children are supported well to recognise the shape and sound of letters within their own name. They enjoy copying and tracing over the letters written by the childminder with different-coloured chalks. Children show good skills and concentration in their writing skills.
- The childminder strives to enhance children's experiences to support their understanding of their community and promote diversity. Children benefit from regular visits to local parks, woods, places of interest and toddler groups. These help to build their social and communication skills.
- Older children demonstrate a keen interest in finding out about objects that are new to them. For example, the childminder describes how the antique water pump used to work and why it was important for people to have clean water before there were taps. Children listen with interest, have a go at moving the handle and can recall the details when asked.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She has a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She is familiar with the local safeguarding partnership's procedures for reporting concerns about children's welfare. She knows who to contact if she receives any allegations about her practice or if she has concerns about other professionals who care for children. There are effective risk assessments in place. The childminder teaches children how to recognise potential hazards, such as thorns on rose bushes. Children learn how to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen the curriculum to ensure that younger children have opportunities to communicate their thoughts and ideas, in particular during whole-group activities, such as story and singing times

- build a relationship with other settings children attend to share useful information about children's learning and development.

Setting details

Unique reference number	102404
Local authority	Cornwall
Inspection number	10307939
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 1994 and lives in Penryn, Cornwall. The childminder operates all year round, from 7am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Linda Williamson

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector spoke with parents, read written feedback and took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training.
- The inspector viewed and assessed the suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023