

Childminder report

Inspection date: 1 December 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 settled and happy in the childminder's welcoming home. The childminder focuses on getting to know children before they start with her. She offers a curriculum that considers what children already know and builds on this knowledge. She prioritises developing warm and caring relationships with the children so they are happy in her care. Children go to the childminder for hugs, which she readily gives. They show they have secure bonds and enjoy her company. For example, children invite the childminder to join them and offer her toys. They show that they feel safe and secure. Children are confident in choosing their own activities and following their own play. They show resilience and enjoy solving problems. For instance, young children select shapes and spend considerable amounts of time trying to find the correct slot for them to go into. They show determination in not stopping until they have finished with all of the shapes.

Children develop a love of books and enjoy reading with the childminder. Young children enjoy pressing buttons to hear the noises of animals and vehicles in books with sounds. They copy the noises, and the childminder models saying the names, which children repeat. Pre-school-age children enjoy taking books home and share what they think of the stories and characters via book reviews.

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

- The childminder has a clear intent for her curriculum and what she wants children to learn. She develops a curriculum that focuses on promoting curiosity, building children's independence and getting children ready for starting school. However, although she knows children well and provides stimulating learning opportunities, she does not always successfully adapt adult-led activities to keep younger children engaged.
- The childminder places a strong focus on extending children's communication and language skills. She models language well and gives children time to listen and respond to questions. She builds on children's vocabulary by introducing new words and plans for children to practise these in their play.
- Children learn how to respect others and behave well. They follow the childminder's routines and expectations. For instance, young children learn to tidy away toys independently when they have finished with them. The childminder teaches children to take turns and build friendships. Children learn how to resolve conflicts between themselves positively.
- Children understand their place in the world and learn to appreciate other cultures. They learn about a variety of festivals. For example, they cook foods eaten at Chinese New Year and use books to understand key events from other countries. They learn about the diversity of people, which prepares them for life

in modern Britain.

- The childminder promotes healthy eating and oral health. Children enjoy healthy snacks of fruits, and the childminder explains which foods are good for us. She ensures that lunch boxes provided by parents are nutritious and balanced, offering advice to parents if needed. Children learn how to brush their teeth and the importance of keeping our teeth clean.
- Children have lots of opportunities for physical development. They build their coordination and learn about movement and rhythm while dancing with scarves. They practise their balancing skills and develop strength on regular outings to local parks.
- The childminder works well with parents to support children's progress. She shares information with parents through messages and a daily photographic learning journal. The childminder updates them about what children are learning and how they can continue their child's learning in the home. Parents report that they feel well informed about their child's learning and appreciate the childminder's support.
- Communication with other settings the children attend is good. The childminder shares information about children's progress before they start at the local pre-school and school. She continues to work closely with the teachers and key workers. For example, she finds out what children have been learning and builds on this through activities in her own setting. Children practise and embed their learning.
- The childminder regularly updates her knowledge, for example when at local childminding training groups. However, she does not do as much as she can to find out how she can better support those children who prefer to learn outdoors, so they benefit from learning when indoors. Consequently, some younger children who prefer outside physical play are not always able to access the intended learning planned for them when inside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to report safeguarding concerns. She confidently describes the signs and symptoms that could suggest a child is at risk of harm. The childminder regularly refreshes her safeguarding training to ensure she is aware of any additional procedures she should follow. She has rigorous risk assessments in place and shares these with children. For example, she practises safe evacuation procedures with the children so they are aware of what to do in the event of a fire in her house.

What does the setting need to do to improve?

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

- adapt adult-led activities more effectively to ensure all children remain engaged and benefit from the learning opportunities offered
- provide more support for children who prefer to play outside when they are accessing learning inside so they remain engaged in meaningful play.

Setting details

Unique reference number	103132
Local authority	Cornwall
Inspection number	10307941
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 2000 and lives in the village of St Stephens, in St Austell, Cornwall. She operates Monday to Friday, 7.30am to 6pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Rebecca Martin

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 inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The childminder explained the opportunities that she provides for children to learn outdoors and the impact on children's learning and development.
- The inspector carried out a joint evaluation of activities with the childminder and they discussed their findings.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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.
- The inspector took into account the views of parents.

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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