

Childminder report

Inspection date: 4 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children relax in the cosy, warm and welcoming environment, where they feel safe and secure. They are provided with language rich opportunities as the childminder constantly interacts with them during a variety of activities. This significantly enhances their listening and speaking skills. The childminder describes what children are doing as they play, modelling words effectively and uses lots of repetition of language. This helps to increase children's vocabulary and further develop their understanding. Children have warm and trusting relationships with the childminder. They cuddle in close to her while reading stories together and during quieter restful times of the day.

The childminder is passionate about the care and learning she provides, and parents value the nurturing home-from-home experience. Children behave well and develop good social skills from an early age. The childminder follows their lead closely and confidently weaves a curriculum that is ambitious and sequenced, to meet all children's individual needs. By doing so, she succeeds in focusing on the next steps in their learning. Children freely explore their environment indoors. They show a keen interest in books and enjoy exploring different textures, while creating a 'spiky' hedgehog out of modelling dough. Children enjoy numerous outdoor activities. They visit soft-play centres to build on their social and physical development and go on walks in the local community to learn about the area where they live.

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

- The childminder knows the children well. She confidently talks about their individual capabilities and their enjoyment of different activities. Children revisit experiences to practise skills and to consolidate their learning. For example, children pick up cotton reels and learn how to thread them onto coloured laces. This helps children to strengthen their small-muscles skills in preparation for early writing.
- The childminder has high expectations of children, who behave very well. Special friendships develop as they enjoy each other's company. The childminder carefully considers the activities available to encourage children's physical development. For example, they access tunnels to climb and crawl through, and enjoy yoga sessions to increase their physical strength, flexibility, and coordination.
- The childminder builds strong relationships with parents. She keeps parents updated about their children's routines and activities each day and provides plenty of ideas for activities to help children to continue their learning at home. This has continued throughout the COVID-19 (coronavirus) pandemic. In addition, she shares photos of the children while taking part in activities so that

all family members are involved. Settling-in procedures meet the needs of the children to ensure that they are happy and settled. The childminder gathers useful information from parents about what children know and can do, to enable her to build on their learning.

- The childminder has arrangements in place to continually build on her professional development. This helps her to remain up to date with any research or changes in early years subjects. The childminder is reflective about her practice and is keen to make even more adaptations to the outdoor play area, by introducing different materials for children to explore and investigate.
- The childminder has plentiful resources available for children to promote their mathematical development, such as numerals displayed on walls, and books and puzzles. However, the childminder does not use opportunities as they arise, to count or introduce simple mathematical language during activities, to help support younger children's understanding of mathematical concepts and number.
- Children learn some independence skills. For instance, they make choices and decisions about what they do and help themselves to resources that meet their interests. Children undo coat fastenings when returning indoors and learn to remove their coats with the help of the childminder. The childminder encourages children to feed themselves and they are offered regular drinks. However, during routine times of the day, children are not always provided with healthy food choices. In addition, hygiene practices are not consistently followed to further support the managing of their own personal needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. Her child protection knowledge is up to date and she knows the signs that may indicate that a child is at risk of harm. The childminder understands who to contact if she has concerns about a child's welfare. She knows the the action to take in the event of an allegation being made against herself or a member of her family. The childminder carries out risk assessments in all areas of the home, to identify and remove any potential hazards. Children are supervised appropriately on outings and the childminder helps them to learn about the importance of keeping themselves safe.

What does the setting need to do to improve?

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

- ensure opportunities are used effectively to help to teach children about healthy eating and good hygiene practices, to become even more independent in managing their own personal needs

- build on opportunities that arise during everyday routines, play experiences and while using resources, to enhance younger children's understanding of numbers and mathematical vocabulary.

Setting details

Unique reference number	2535499
Local authority	Cumbria
Inspection number	10207292
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 1
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Silloth, Cumbria. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher. She provides free funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The inspector observed interactions between the childminder and the children and reviewed the impact this has on children's development.
- The inspector viewed the required documentation and read feedback from parents.
- The childminder discussed children's progress and next steps with the inspector.

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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