

Childminder report

Inspection date: 1 March 2022

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

The childminder understands the impact that the COVID-19 pandemic has had on children's learning and development. Purposeful visits to local playgroups are supporting children to develop their social skills and build early friendships with others. The childminder promotes a sense of calm within her home. She plays soothing music at times, such as when children are settling for sleep, to help them to feel relaxed and safe. Children are happy and settled. They form a strong bond with the friendly childminder and show confidence to seek a reassuring cuddle from her as and when they need this.

Younger children enjoy snuggling up with the childminder or her assistant and listen to favourite stories. They point to the pictures that interest them and confidently recall the sounds that different animals make. Older children respond to sounds that they hear in the environment and make accurate links to different occupations. They use their imagination when 'digging for treasure' in the sand. Children with special educational needs and/or disabilities (SEND) use gestures, such as a smile, to communicate their feelings to others. Children use good manners without prompt during play. They are kind and considerate to others. For instance, children kindly hand the assistant her coat before going outdoors to play.

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

- The childminder places a sharp emphasis on supporting children's early language development. She models words accurately for children to hear and say, to help to enhance their pronunciation skills. Older children ask questions, such as 'why', to find out information. They are beginning to recognise humour. Children who speak English as an additional language and those who are bilingual enjoy listening to words in a variety of languages that reflect their home cultures.
- Children with SEND receive the early help and support that they need. The childminder works together with parents and other professionals to target any gaps in their learning. Through the use of effective communication techniques, children with SEND are beginning to say some recognisable words during play.
- The childminder teaches children to use their 'kind hands' during play. She introduces stories that help children to learn about what their feet should and should not be used for. The childminder takes action to tackle any challenging behaviour. She uses equipment, such as a sand timer, to promote good sharing and turn taking. Children are friendly and kind to others.
- Partnerships with parents are good. The childminder shares information with parents about their children's learning and progress. Parents say that 'the childminder is amazing' and that 'children get so much out of attending'.
- The childminder makes good use of the early years pupil premium funding. For example, to incorporate more mathematical aspects into children's learning she

has recently taken children to the local garden centre to purchase bulbs. This is helping children to gain an understanding of the value and purpose of money.

- Overall, the childminder plans meaningful experiences that are shaped to children's learning needs and interests. For example, children listen carefully to instructions when making pancakes. They remember what has been learned and later create these independently using the correct ingredients. During exploratory play, younger children spend a great deal of time repeating actions, such as splashing their hands up and down in water. However, during these experiences, the childminder does not continually challenge older children. This occasionally results in older children losing interest after a short length of time and does not help to accelerate their progress fully.
- The childminder works together closely with her assistants. She holds daily conversations with them about their ongoing performance and identifies areas for their future development. Current training is focusing on promoting children's curiosity, to help to enhance the quality of education further.
- Children enjoy time outdoors in the fresh air. They complete tasks, such as pouring their own milk at snack time and show resilience when tackling any problems that they encounter. However, at times, the childminder does not fully support children's emerging self-care skills. For instance, when children begin to show signs that they are ready to use the toilet, the childminder does not build on these skills promptly enough. This does not support children to become increasingly independent in managing their personal care needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to protect children's welfare. She makes sure that all those working with children complete regular safeguarding training. This helps to ensure that they have a good knowledge of the procedures to follow in the event of a child protection concern. The childminder works together with other agencies to support children's care and welfare needs. She gathers detailed information about who is authorised to collect children from her home. The childminder takes steps to keep children safe. During outings, she ensures that children wear high-visibility jackets, so that they remain safe and seen at all times.

What does the setting need to do to improve?

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

- strengthen interventions and present older children with higher levels of challenge during their play and learning, to help them to become deeply involved and make the very best rates of progress
- respond more promptly to children's developing self-care skills and help them to manage their personal care needs with greater independence.

Setting details

Unique reference number	2546873
Local authority	Cumbria
Inspection number	10215592
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 3
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Keswick. She works together with two assistants. The childminder operates Monday to Friday, from 8am to 6pm, for 48 weeks of the year. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 4 and one of her assistants holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Charlotte Bowe

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder, one of the assistants and children at appropriate times during the inspection.
- A sample of documents were viewed by the inspector. These included, a record of qualifications and training for the childminder and her assistants and some of the policies and procedures.
- The inspector spoke to a small number of parents and took account of their views.

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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