

Childminder report

Inspection date: 13 July 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

Children are happy with the calm childminder. They behave well and show that they feel safe as they demonstrate strong attachments with her. Babies raise their arms for the childminder to pick them up when they wake from a nap. Young children are happy to rest in her arms. Children have fun and are keen to join in the interesting activities that the childminder provides. For example, young children enjoy a water activity and explore the different sliced fruits that the childminder has added.

Children benefit from the large garden area where they can run around and play in the fresh air. Young children learn to keep themselves safe. The childminder reminds them to zip the trampoline up before they bounce so that they do not fall out. Children delight in chasing the childminder around the garden. The childminder supports babies to stand, helping them to build strength in their legs and core muscles. Children's physical development and overall well-being are well supported.

Children attend playgroups with the childminder, where they learn social skills as they mix with other children. Children learn about people who help us in the community. They enjoy visits from police officers and dental professionals. Children begin to learn about their world on visits to a local farm.

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

- The childminder has a thorough understanding of the different areas of learning and of how babies and young children learn. She understands how to sequence children's learning and the importance of re-visiting key concepts to embed learning. The childminder is clear about what she wants children to learn next based on what they already know and can do. She plans for their learning effectively, taking children's individual interests into account.
- The childminder has effective systems to monitor and assess children's progress. She identifies where there may be gaps in children's learning and development. The childminder understands how to access further support, where necessary, to help to narrow any gaps. Children make good progress in their learning.
- The curriculum for mathematics is well planned and is evident in all aspects of the provision. Children learn about volume and capacity through water play. The childminder teaches children appropriate mathematical language such as 'more' and 'less'. Young children are learning to count successfully.
- The childminder is a positive role model for children. She has high expectations of children and models respectfulness and good manners. Children respond well to her example as they say 'please' and 'thank you' when asking for more snack. Children behave well and respond positively to the consistent praise the

childminder gives them for their efforts and achievements.

- The childminder supports children's communication and language skills well. She reads and sings to children throughout the day. The childminder uses back-and-forth interactions to help babies to develop their first sounds. She sensitively recasts young children's speech to help them to hear and practise correct vocabulary. Young children are confident and chatty.
- Children are beginning to learn some independence skills. For example, the childminder encourages young children to butter their own toast at snack time. Children are learning some of the skills which they will need as they eventually move on to school.
- The childminder teaches children about the importance of washing their hands to help to prevent the spread of germs. However, her approach to hygiene is occasionally inconsistent. This means that children's understanding of good hygiene is not always reinforced in order to further develop good habits which promote their ongoing good health.
- The childminder has established positive relationships with parents. They comment on the effective methods the childminder is developing for communicating with them. The childminder offers parenting advice on topics such as weaning. Parents feel involved in their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She understands the indicators of abuse and knows the procedure that she must follow if she is concerned about the welfare of a child. The childminder understands how to identify children who may be at risk of radicalisation and extreme views. She understands what to do in the event of an allegation being made against herself or a member of her household. The childminder completes mandatory and additional training to ensure that her knowledge is fresh and current.

What does the setting need to do to improve?

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

- enhance hygiene practices further to consistently support children's understanding of good health to a higher level.

Setting details

Unique reference number	2555153
Local authority	Cumbria
Inspection number	10232076
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Millom, Cumbria. She operates all year round, from Monday to Friday, 8.30am to 5.30pm. The childminder holds early years teacher status and a further qualification at level 6.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection 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 their evaluation of the provider.
- The childminder showed the premises to the inspector and discussed the curriculum.
- The childminder and children spoke to the inspector at appropriate times throughout the inspection.
- The childminder and the inspector completed a joint observation of teaching practice together.
- The inspector observed teaching practice, care practices and routines of the day.
- Parents provided written feedback and their views were taken into account.
- A sample of documents were viewed by the inspector and taken account of, including children's attendance records.

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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