

Childminder report

Inspection date: 18 October 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 in the childminder's bright and welcoming home. They show that they feel safe, as they separate from their parents with ease. Children rush into the setting, keen to start their day. They warmly greet the childminder and her assistants and enthusiastically select what they would like to play with first.

Children choose from the wide range of resources available, selected by the childminder with children's changing interests in mind. They enjoy playing with small world farm toys. Children laugh as they correctly identify the different animal noises that the childminder's assistants make.

Children enjoy playing outdoors. The covered area enables outdoor learning to continue in all weather. Children learn basic mathematical concepts, such as 'more' and 'less', as they play with water and dig in the sand. Young children grin with delight as they spin around on a low, swivelling platform. They climb and slide on the soft-play equipment. This helps children to develop their coordination skills and core muscles. Children's physical development is well supported.

Children generally behave well. They are kind and notice when their friends need help. Children are polite and understand the routines and expectations at the setting. Staff are very good role models.

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

- The childminder and her assistants work well as a team. They evaluate the provision together and share knowledge from their training to benefit children. The childminder supports her assistants' professional development and well-being effectively.
- The childminder monitors children's progress well. She has a thorough understanding of how children learn, and assessment is effective. The childminder plans a broad and interesting curriculum. She ensures that children have ample opportunity to revisit and embed prior knowledge and skills. Children make good progress across all areas of learning.
- The childminder and her assistants model a wide vocabulary for children to hear and practise. Children enjoy stories and songs which support their emerging speech and language skills. Children chat confidently to the childminder and her assistants.
- The childminder encourages children to be expressive. They paint on a see-through easel and enjoy seeing their friends who are painting on the other side. The childminder asks children questions about the colours that they have used and mixed. She allows children time to think and respond. The childminder supports children's thinking skills well.

- The childminder encourages children to attempt tricky tasks such as difficult wooden puzzles. She offers praise for their efforts and perseverance. Children begin to build resilience and are proud of their achievements.
- The childminder helps children develop some healthy habits and independence skills. They sit together for home-cooked meals. Children learn to dress themselves and wash their hands after playing outside. However, the childminder does not yet teach children how to use technology appropriately. This hinders their ability to develop certain life skills.
- The childminder and her assistants help children to understand their feelings. Staff sensitively step in to help when children encounter frustrations. Children are learning to manage their emotions.
- Children go on outings in their local village with the childminder. This helps them to develop an understanding of their immediate community. Children learn about some festivals from other cultures, such as Chinese New Year. However, the childminder does not yet ensure that children understand the similarities and differences between themselves and communities outside of their own. This hinders children's ability to prepare for life in modern Britain.
- Partnerships with parents are well established. The childminder provides parents with plenty of information about their children's day and progress. Parents comment favourably on the care and experience that their children receive while with the childminder. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a sound understanding of safeguarding policy and practice. They understand the indicators of abuse and know the procedures to follow if they have a concern about the welfare of a child. The childminder and her assistants understand how to keep children safe from radicalisation and extreme views. They understand local and current safeguarding issues, such as county lines. The childminder ensures that her premises are safe and meticulously clean. This guarantees children's ongoing good health and safety.

What does the setting need to do to improve?

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

- teach children to use technology in an appropriate way from an early age
- develop strategies to help children to learn more about our diverse world.

Setting details

Unique reference number	2571912
Local authority	Cumbria
Inspection number	10250865
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 2
Total number of places	18
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Grange-over-Sands, Cumbria. She operates all year round, from 7.30 am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6 and works with two assistants.

Information about this inspection

Inspector
Amy Johnson

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The childminder's assistants spoke to the inspector at appropriate times during the inspection and their views were taken into account.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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