

Childminder report

Inspection date: 15 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy playing and learning with their friends in the childminder's home. They work together to solve problems and refer to their friends as 'superheroes' when they find a solution. Children show that they feel safe as they confidently chat to visitors. Children happily lead their own play and cheerfully join adult-led activities too.

Children are keen to learn and show positive attitudes towards their play and learning. They practise their mathematical skills as they count out pieces of glittery dough. They demonstrate their knowledge of mathematical concepts as they correctly identify, 'one more' and 'one less'. Children develop a sound foundation in number skills.

Children are polite and respectful. They behave well and say 'please' and 'thank you' routinely. The childminder clearly has high expectations, which children strive to achieve.

Children benefit from the fresh air as they play outside in the snow. The childminder helps children to develop an awareness of their surroundings and local area, on outings to nearby lakes and hills. This also helps children to develop their physical skills and increase their stamina. Children's overall well-being is well supported.

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

- The childminder knows the children well and plans for their learning based on what they already know and can do. She uses children's interests to engage them in activities that are challenging, but have achievable aims. The childminder offers praise for children's efforts and achievements. This means that children enjoy their learning and show engagement and focus in their play.
- The childminder has sound systems for monitoring and assessing children's progress. She identifies gaps in their learning and implements appropriate strategies to help bridge these gaps. The childminder completes appropriate training to further support children's learning. Children make good progress from their individual starting points, across a broad curriculum.
- The childminder prioritises children's developing speech and language skills. She models good pronunciation and sensitively recasts children's speech so that they hear and practise correct vocabulary. The childminder holds interesting discussions with children, who are keen to share their own knowledge. For example, children talk about 'Manx cats' and 'vampire squid'. Children are confident communicators.
- The childminder has strong links with the local primary school and pre-school.

She communicates well with these settings to support the learning of children who attend them alongside her own provision. However, she has not yet established communication with other settings attended by children that are further away. This means that consistency of learning and care for all children is not at the highest level possible.

- The childminder supports children's developing independence. She helps them to build on their skills. Children learn to manage their own self-care needs and dress appropriately for the weather. They learn to sit at the table for meals and converse with others. Older children are ready for their move on to school.
- The childminder has a focus on supporting children's emotional development. She helps them to develop traits of kindness and respect. The childminder also teaches children how these traits fit into different belief systems, such as Buddhism. Children learn about different types of families and how each of them is unique. They begin to learn about our diverse world and how to interact with others around them.
- The childminder has established strong relationships with parents. They comment on the 'home-from-home' environment that she offers. The childminder shares plenty of information about children's learning and development. She shares ideas on how parents can continue their children's learning at home. For example, the childminder shares a regular focus story and song, with related activities for parents to try. Parents feel involved in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding policy and procedure. She understands how to identify children who may be at risk of harm and the signs and symptoms which may indicate abuse. The childminder understands the procedure to follow if she has a concern about the welfare of a child. She knows what to do in the event of an allegation about herself or a member of her household. The childminder helps children learn to assess risk. For example, children learn to check if the steps from the door are slippery in cold weather. The childminder also helps children to learn about online safety in an age-appropriate way.

What does the setting need to do to improve?

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

- develop strategies to work with all other settings attended by children to ensure consistency in all children's care and learning.

Setting details

Unique reference number	2597544
Local authority	Cumbria
Inspection number	10263878
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Coniston, Cumbria. She operates all year round, from 8am to 5.00pm, Monday to Friday, except for family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three-, and four-year-old children.

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 provider.
- 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 about what they enjoy doing while with the childminder.
- 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 inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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