

# Childminder report

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Inspection date: 3 March 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children settle well in the childminder's homely environment. The childminder and her assistants have formed close bonds with the children and know them well. They follow children's routines from home. Children are relaxed and display a strong sense of belonging. Babies snuggle with the childminder on arrival and when sharing a favourite story. Parents are happy and confident to leave their children.

Children show strong friendships with their peers. They play cooperatively with each other. Timely interventions by the childminder effectively support children's understanding of right and wrong. Children listen attentively and willingly help at tidy-up time. The childminder is passionate about supporting children in managing self-help skills. For example, they independently put their shoes and coats on, and babies use their spoons to feed themselves.

Children confidently use language in their imaginative play. Older children recall 'The Tiger Who Came to Tea' story and order meals from a menu in their role-play café. They make purposeful marks on clip boards to represent food being ordered. Younger children sing familiar songs fast and slow as they explore rhythm, laughing and wriggling excitedly as the song gets faster. The childminder encourages children to persist when challenges occur. They complete puzzles, listening to the childminder's tips, as they flex hand muscles to manipulate the pieces in the right way. Children show positive attitudes to learning.

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

- Partnership with parents is strong. The childminder regularly communicates about their child's activities and care routines. Parents admire how much the children talk about the fun learning activities that they take part in each day. Photographs show children at play to celebrate their achievements. Parents compliment the 'amazing' team and the constant ways that they go 'above and beyond' to help. Parents are happy; they say that children are thriving and excel in their learning.
- The childminder has a clear understanding of what she would like children to learn. The childminder and assistants review the progress that children make, to plan appropriate next steps. However, occasionally, interactions with children do not fully support this intended learning. For example, children who are ready and show interest in numbers do not always get opportunities to count or use numbers during play. As a result, some children do not make as much progress as they could.
- Children's physical development is well supported. The childminder provides healthy snacks and meals, and talks to children about why we eat fruit and

vegetables. Children go for nature walks in the local park and they can choose to explore activities in the garden. Babies explore large-muscle movements as they reach for rolling balls during tummy time. Children engage in opportunities to further strengthen large muscles that are needed as part of their ongoing physical development.

- Overall, the childminder and assistants engage well with all children. However, some teaching and practice that are specific to the younger age group are not as effective. At times, adults do not talk to babies in good support of their emerging communication skills, nor do they promptly recognise when to respond to their needs. As a result, support for all children's learning is not always consistent.
- The childminder uses her wealth of knowledge to effectively mentor less-experienced team members. The childminder and assistants attend mandatory training as required. However, they do not access regular training in order to enhance care and teaching practices even further and close gaps in knowledge and skills. For example, despite the childminder recognising limits in some assistants' knowledge of young babies, training has not been prioritised. As a result, gaps in teaching of this age group are apparent.
- The childminder and assistants are passionate about developing children's language. They skilfully use questions and role play to encourage children to learn and use new words. For example, older children use props to listen to their heartbeat, as the childminder introduces words such as 'patient' and 'stethoscope'. Children show good vocabulary as they listen to and use new words in their play.
- Children's behaviour is good. The childminder has a consistent approach to managing behaviour. She is patient and models how to be kind and respectful to others. Children use 'please' and 'thank you'. The childminder is swift in supporting unwanted behaviour, and children listen and respond well to the childminder's requests. The childminder consistently offers praise and encouragement during challenging activities. Children are confident and resilient.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants regularly update their safeguarding training. They share good knowledge of how to recognise the signs of abuse, and the procedures to follow in the event of a concern that they may have about children's safety. The childminder carries out risk assessments of her home to ensure that the provision is safe and secure. Hygiene procedures are followed effectively to prevent the spread of infection. Regular checks are carried out when babies are sleeping, and monitors are used to ensure that the childminder can always hear them. The childminder uses detailed risk assessments to ensure that children are kept safe on outings.

## What does the setting need to do to improve?

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

- strengthen the curriculum implementation to meet children's next steps and promote children's learning even further
- respond to gaps in knowledge of assistants to further develop skills, including those specific to the teaching practices and care of babies.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2598115                                                                           |
| <b>Local authority</b>                             | Cumberland                                                                        |
| <b>Inspection number</b>                           | 10251483                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 26                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Carlisle. She operates from 7.30am until 6pm all year around, apart from family holidays and bank holidays. The childminder holds a level 5 qualification in childcare.

## Information about this inspection

### Inspector

Susan Mitchell

### 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 and children at appropriate times during the inspection.
- A sample of documents were viewed by the inspector. These included a record of training for the childminder and some of the policies and procedures.
- Written feedback from parents was reviewed by the inspector, who 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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