

Childminder report

Inspection date: 9 February 2023

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 tailors settling-in sessions to children's needs. She forms a strong bond with every child. Children demonstrate that they feel safe and secure in the childminder's care. They adapt well to new routines and happily introduce themselves and their friends to any new visitors. The childminder responds swiftly to children's requests. For example, she offers an earlier snack when children indicate that they are hungry, to ensure their physical needs are met. Children display largely good behaviour. They demonstrate some acts of kindness, such as when sharing out a toy pizza equally between their friends and others. Children show an increasing ability to manage risks independently. For instance, they take great care when attempting to carry a tray of toys across the room safely.

The childminder creates a home-from-home environment. She invites children to make independent choices during play. Children become deeply engrossed in their play and learning. They show a keen interest in role play and sustain interest for lengthy periods. Children reflect on their home life experiences when pretending to make a meal. They show confidence to talk about their favourite foods with the childminder. Children take an interest in books. They join in with songs that they know and enjoy and clearly express their favourites. Children recognise what connects them to and distinguishes them from others when comparing each other's eye colour. They are developing a greater knowledge of local heritage through visits to the castle, museum and church. Children regularly go to watch performances at the local school. This helps them to prepare for what school is like.

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

- The well-qualified childminder tunes in to what children know and enjoy. She uses this knowledge to plan for children's ongoing learning. Children enjoy comparing and categorising objects according to properties, such as colour. They count to seven with numbers in the correct order and use one number name for each item. This builds well on children's early mathematical skills.
- The childminder places a sharp emphasis on supporting children's early language development. During stories about transport, the childminder makes time to name different vehicles, to build on children's growing vocabulary. She pauses for a short time, to enable children to absorb this new knowledge. Children respond well to any questions that the childminder asks. They engage in two-way conversations with their friends and others.
- The childminder completes a broad range of professional development that promotes children's health, safety and welfare. She remains alert to children's changing care and learning needs, including in relation to their personal care skills. However, the childminder does not tailor her training and research

successfully enough, to support children to make more substantial progress.

- Children are actively involved in the planning of daily meals and snacks. They learn where some of their healthy food comes from when purchasing foods from the local shops. Children spend time outdoors in the fresh air each day. They enjoy trips to the nearby field, where they run around and engage in ball games. This contributes towards children leading healthy and active lifestyles.
- Partnerships with parents are good. The childminder values and supports the aspirations that parents have for their children's future learning. She shares information with parents about the learning taking place and how this can be further supported at home. For instance, to build on children's early awareness of road safety, the childminder encourages parents to extend ways for children to practise these skills at home. Parents express positively that 'the childminder creates a safe and holistic environment that children love'.
- The childminder involves children in new community events that help to broaden their experiences. Children, including those receiving funded early education, enjoy attending their new weekly music sessions. They are beginning to move in a variety of ways and acquiring a real love for music. Children are eager to consolidate this learning within the childminder's home. During role play, they create their own styles of music using metal pans and wooden spoons.
- Overall, the childminder has high expectations for children's behaviour. She gently steps in to resolve the few conflicts that arise during play. However, at times, such as when reading a story, the childminder does not reliably intervene to challenge children when they continually interrupt her. This does not support all children to develop greater patience and the highest levels of respect for all.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to protect children's welfare. She completes a broad range of safeguarding training and reads through regular updates to refresh her knowledge. The childminder is alert to the indicators of abuse. She understands the procedures that she needs to follow in the event of a child protection concern. The childminder carefully considers children's safety needs. She takes effective steps to keep children safe around animals, including any pets within the home. The childminder makes sure that her registered assistant has completed the necessary training, to ensure that they are competent to work with her in the future. She has clear plans in place for how she will monitor her assistant's ongoing performance.

What does the setting need to do to improve?

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

- expand the range of training and research and link this more directly to the

- current care and learning needs of the children attending, to build on the good teaching in place and to enable children to make the very best rates of progress
- strengthen interventions and step in more reliably to support all children to become more patient and to adopt the highest levels of respect for others.

Setting details

Unique reference number	2602888
Local authority	Cumbria
Inspection number	10263004
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	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Carlisle, Cumbria. She has a registered assistant whom she intends to work with on an occasional basis. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection that 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 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 qualifications and training for the childminder and her assistant and some of the policies and procedures.
- The inspector took account of the written reviews from parents.

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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