

Childminder report

Inspection date: 15 June 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

Children are relaxed and enjoy learning in the childminder's home. They show that they feel safe in her care and are confident in their surroundings. They know which areas of the home they can use for their play and have a good understanding of the daily routines. The childminder has high expectations of children and they behave well. Children follow the childminder's lead and are polite and kind to each other.

Children have positive attitudes towards their play and make good progress in all areas of learning. Young children demonstrate well-developed physical skills as they confidently ride scooters and use climbing frames and ropes in the garden. Babies who are new to walking enjoy practising their new skill and smile as the childminder praises their achievements.

All children communicate their needs calmly through articulate speech or signing. Children's communication and language skills are a focus in the provision and are supported well as the childminder uses signs continually as she narrates children's play. Children enjoy stories and songs. Young children show their good understanding of number and mathematical concepts as they confidently count backwards during a familiar song.

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

- The childminder knows children well and plans an interesting curriculum based around their interests. She uses outings in the local area to extend children's understanding. For example, children learn about sea life at a nearby aquarium and enjoy regular trips to the beach where they have plenty of space to run around in the fresh air. Children's overall well-being is supported well.
- The childminder helps children begin to understand their feelings and how their actions can affect others. Children behave well and the childminder is quick to notice if they need support with emerging frustrations. Older children take care to include their younger friends in their play. Children learn to be gentle as they care for the childminder's dog. They learn and practise key life skills.
- Ongoing monitoring and assessment of children's learning and development are generally effective. However, the childminder does not always make timely assessments of children's starting points on entry or gain detailed information from parents about children's development when they first start. This hinders the childminder's ability to plan effectively for children's learning to ensure a swift start.
- The childminder supports children's independence skills well. For example, children help to make lunch by measuring out pasta and cutting up vegetables. Children begin toilet training at an early age, with strong support from the

childminder. This helps children in readiness for their move on to nursery or school when the time comes.

- Children learn about the similarities and differences between themselves and others. For instance, the childminder discusses with them how everyone learns in their own way. Children attend local playgroups and visit the library with the childminder. They develop their social skills and begin to understand the world.
- The childminder has established strong relationships with parents. She schedules in additional time to see the children who attend less often to maintain the consistency of their care. The childminder shares information with parents about their children's learning and development. She supports families when children are toilet training. Parents feel involved in their children's learning. These partnerships help to provide a consistent approach for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding policies and procedures. She understands how to identify children who may be at risk of harm and how to refer concerns on appropriately. The childminder helps children learn to keep themselves safe. For example, she discusses checking the outdoor area before they go out to play as the dog has been outside. The childminder carries out regular risk assessments of the premises and on outings to ensure children's ongoing safety.

What does the setting need to do to improve?

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

- review arrangements for making starting point assessments of children's development to ensure focused planning for their learning from the start.

Setting details

Unique reference number	2623242
Local authority	Cumberland
Inspection number	10280882
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Maryport, Cumbria. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She is registered to provide 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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