

# Childminder report

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Inspection date: 20 May 2024

|                                              |                |
|----------------------------------------------|----------------|
| <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**

The childminder provides a calm and relaxed home-from-home environment for children to play and learn in. She is warm and responsive to children's needs. Therefore, children who are new to the childminder's home settle quickly. They seek out the childminder for cuddles and reassurance, and to share favourite stories. They gaze at the childminder, giggling as she uses a dog puppet during the story. Children show high levels of emotional well-being.

A calm and patient approach by the childminder supports children's positive behaviour. She gently reminds children of the importance of not taking toys from others. The childminder consistently models turn-taking. She values and praises children's individual efforts. Children listen attentively and respond to clear requests. The childminder encourages older children to help younger children with small tasks. As a result, they help younger children to turn the pages of books and offer to share food at snack time. Children learn how to be kind and respectful to each other.

The childminder embraces children's curiosity. She encourages children to make their own choices in play and ensures resources are easily accessible. The childminder supports children's understanding of the world around them as they visit local parks, soft-play areas and playgroups. Children gain awareness of how people are different when they meet and greet other children and childminders. This helps children to develop their social skills.

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

- Partnerships with parents are well established. The childminder designs settling-in sessions to meet the needs of the family. She finds out about children's interests and care needs. The childminder shares information with parents and keeps them up to date with their children's learning and care. This helps children reach their full potential.
- The childminder supports children in their self-care routines. They learn about the importance of personal hygiene, such as washing hands after toileting and before meals. The childminder provides resources, such as the pretend dentist equipment, to support children with their oral hygiene. Children confidently discuss foods that are healthier for them. They are developing an awareness of how to live a healthy lifestyle.
- Children learn early literacy skills. The childminder ensures that books are readily available so children can independently explore them. When reading, she uses lots of expression and props to secure children's interest. Children listen attentively. Younger children point at the pictures, babbling and chatting as the childminder reads the words of the story. Older children repeat and reflect on

key phrases of the story from memory. Children develop a love of books and stories.

- The childminder supports children's communication and language development well. She uses skilful questioning to help older children engage in two-way conversations, make choices and share ideas. The attentive childminder repeats single key words with younger children, such as 'more' and 'dog'. However, conversations with younger children are not always as in depth or as consistent as they are with older children. This limits opportunities for younger children to use more words and short sentences.
- The childminder supports children to be independent. For example, children are encouraged to feed themselves with cutlery and find their own belongings, such as shoes or their feeding apron. The childminder's consistent directions and use of visual clues support children's understanding of routines. This helps all children to develop their confidence and self-esteem.
- The childminder plans a varied and engaging curriculum. She provides activities and resources around children's interests and next steps. However, the curriculum for physical development is not as strong as other aspects of the curriculum. For example, children who need to practise large arm and leg movements are given activities that focus on hand movements. They are encouraged to build small brick towers or use spoons to scoop up the mini dinosaurs. This means younger children are not always engaged in learning that helps them to develop their large motor skills.
- Mathematics is successfully woven into everyday play. The childminder incorporates opportunities for children to learn about numbers, quantity and colours as they play. They count blocks as they build towers, sing number rhymes and count how many animals they find in stories. Older children confidently attempt to count from one to five during their play.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- enhance the planning and provision for younger children to specifically support their gross motor skills
- develop the conversational and questioning techniques with younger children to help them practise and develop their communication and language.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2661144                                                                           |
| <b>Local authority</b>                             | Cumberland                                                                        |
| <b>Inspection number</b>                           | 10335259                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 2                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Carlisle, Cumbria. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Mitchell

### 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 her evaluation of the childminder.
- 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.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- Parents and carers shared their views of the setting with the inspector.

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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