

Childminder report

Inspection date: 10 June 2024

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 is warm and nurturing in her approach to caring for children. She is highly attentive to their needs and is a wonderful play companion, valuing children's ideas and ensuring children are listened to. In turn, children demonstrate they feel entirely at ease in the childminder's care. These strong feelings of security empower children to become confident and motivated learners. They eagerly navigate the plentiful resources in the environment and show self-assurance as they make choices in where and what to play with. The childminder ensures children's interests are at the centre of her planning, using what children know and are drawn to. As a result, children become absorbed in their play and learning, showing excellent concentration and persistence.

The childminder has high expectations of children and what they can achieve. Her curriculum is ambitious for all children, ensuring they continually develop new skills and knowledge, based on firm foundations. For example, children quickly move from play with construction vehicles following an emerging interest, to being able to identify the 'bulldozer' during a game of hide of seek. Children make excellent progress and are very well prepared for the next stage of their learning.

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

- The childminder has an in-depth knowledge of early years and how children learn. She uses her skills to observe and assess what children know and can do and the skills they need to develop. The childminder uses this information to plan activities and experiences, firmly matched to children's interests, to help them make good progress.
- The childminder's clear curriculum around children's personal, social and emotional development supports children's early development in building relationships. The childminder supports young children to acknowledge their peers. She talks with children about what they can see others doing and suggests ways to play together. Children develop excellent skills in developing friendships and social awareness.
- The childminder understands the importance of sharing information with parents. She uses a range of methods to share feedback on children's progress and photos of children at play. While the childminder is successful in informing parents, she is less effective in finding ways to encourage more of a two-way-flow of communication. As a result, she is not as well informed about the progress children are making at home.
- Children are supported to develop positive behaviours. There is a consistent routine in place that helps children to understand what is expected of them as well as the rules and boundaries in place. As a result, children respond positively to requests and instructions from the childminder and learn to be patient and

cooperative. These attributes provide a secure foundation for learning in later life.

- The childminder promotes children's good health. She provides children with daily opportunities for fresh air in her well-equipped garden. She also ensures they are safe in the sun and that their skin is protected with sun cream. She talks to children about the importance of rest, and children recognise when they are tired and need to sleep. Children learn important skills to manage their own good health.
- The childminder is committed to her professional development, which is rooted in the interests of the children. She seeks out an array of training and development opportunities, which she implements swiftly into her practice. Recent training in communication and language has helped her understand how to focus her curriculum to build on children's core skills in communication. The childminder's growing expertise in early years is having a positive impact on children's learning.
- The childminder has an ambitious vision for her provision. She continually reflects on the effectiveness of her curriculum, carefully considering how improvements can be made to provide even higher quality of care and education for children. As a result, her practice continually evolves to meet the needs of the children attending.
- The childminder has some access to information from other settings the children attend. She uses this information very effectively to inform her own assessments and planning. However, she has not been as effective in seeking this information more consistently. As a result, she is less well informed about how children are developing at the other settings they attend to help complement her own planning.

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:

- focus more precisely on partnership working to promote a strong collaborative approach to children's care and learning at home and in the other settings they attend.

Setting details

Unique reference number	2663950
Local authority	Cumberland
Inspection number	10335387
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	0 to 3
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 2021 and lives in Whitehaven. She operates Monday to Thursday from 7.30am to 4.30pm and from 7.30am to 1pm on Fridays. The childminder works all year round, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Katie Sparrow

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 childminder.
- 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 and communicated with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and children.
- 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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