

Childminder report

Inspection date: 14 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy with the warm and friendly childminder. She offers a high level of nurture to children, especially after they showed separation anxiety following periods of isolation due to the COVID-19 pandemic. This helps children form strong bonds with the childminder. They beam as they call her name and reach out for a cuddle. Children are keen to play with the wide variety of resources, confidently asking the childminder for what they would like. They play together as the childminder talks to them about what they are doing. This helps children develop their understanding of language.

Children particularly enjoy the large amount of space inside and out. They navigate different levels of ground competently. Children strengthen their large muscles as they climb up to and bounce on the trampoline.

The childminder has high expectations for children's behaviour. She encourages them to help tidy away the toys. For example, she challenges the children to use a toy dumper truck to put some stones back into their container. Children respond well to instructions and follow known routines. Children enjoy the activities that the childminder suggests and are quick to engage in learning through play.

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

- The childminder enhances her curriculum by capitalising on natural events. For example, when a member of her family finds two hedgehogs, she shows the children and talks about looking after wildlife. The childminder takes photos to revisit later. She provides paper plates and scissors for children to use to make hedgehogs with craft materials. This prompts discussion and helps children learn about the world around them.
- Training is carefully selected by the childminder. She thinks about what children need to learn and chooses courses to support her understanding. This helps her plan with purpose in all areas of the early years curriculum.
- The childminder encourages children to follow the rules of simple games. For example, she helps children match the correct card to the number they spin. Children follow her lead, begin to help each other and happily pass the spinner to the next person. This helps to build children's concentration skills.
- Children develop good independence skills. For example, they wash their hands before snack. The childminder shows children how to prepare their fruit and guides them through using a knife to cut it up. Children are proud of what they can do and have good self-esteem.
- Partnership with parents is strong. The childminder shares the children's learning and development with parents. She also seeks their detailed input as they complete the two-year-old check together. This helps them all to know what

children are working towards. The childminder then plans activities that will help children build on what they know and can do. As a result, children make good progress from their individual starting points.

- The childminder encourages a love of reading when children bring books to her. She talks to them about the things they point out in the pictures, expanding single words into simple phrases. For example, she describes pears as, 'two crisp, green pears'. However, she does not always encourage children to repeat what she says. This does not help them independently begin to use the new words quickly.
- The childminder takes children on outings to enhance their experiences. For example, they travel to the beach to look at jellyfish. On other occasions they visit the castle or the forest. This introduces children to people and buildings from outside of the small rural setting. Furthermore, the childminder's printed photos of their trips help them to recall what they saw. Children learn about the wider world and what can be found in different environments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She can identify the signs and symptoms that might indicate a child is at risk. The childminder knows who to contact if she has concerns for children's welfare. The childminder has completed a range of safeguarding courses to keep her knowledge fresh. This includes protecting children from female genital mutilation and radicalisation. She ensures that her paediatric first aid is up to date. The property is secured with locks on all doors that children use. This helps the childminder to supervise the children and keep them safe within the spacious setting.

What does the setting need to do to improve?

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

- encourage children to copy the language modelled, to help them use these words independently.

Setting details

Unique reference number	317050
Local authority	Cumbria
Inspection number	10234521
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	1 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 March 2017

Information about this early years setting

The childminder registered in 1993 and lives near Egremont, Cumbria. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded childcare for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

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 provision.
- The childminder showed the inspector the areas used for minding and explained her curriculum.
- Parents shared their views with the inspector.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was viewed by the inspector, including evidence of training, policies and the record of complaints and incidents.
- The quality of teaching during activities was assessed to consider the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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