

Childminder report

Inspection date: 29 June 2023

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 excited to visit the caring and welcoming childminder. They feel secure in the childminder's care and behave well. Children confidently approach the childminder to talk to her or to seek help and support. The childminder spends time playing alongside the children. They delight in recalling and sharing memories of fun events and activities that they have previously experienced. Children explore and talk about their favourite books and regularly visit the local library for story time. They confidently recall familiar parts of stories and use small-world toys, such as cars, trains and animals, to bring the story to life. There is a natural flow of conversation in the childminder's home as children build on what they already know and can do. Communication and language and a love of reading are passionately supported by the childminder.

Children are curious explorers and make choices about what they play with. They try new experiences and are encouraged to tackle challenges with positivity and enthusiasm. For example, children skilfully manipulate scissors to cut out images of animals. They show great persistence when making a dandelion flower from construction shapes. Children demonstrate a thirst for learning and engage well. Children experience an abundance of outdoor learning opportunities. They visit local nature areas and woodlands to feed the ducks and watch the cows. This enhances children's understanding of the community in which they live.

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

- The childminder knows the children well. She adapts the environment and her practice to their emerging interests. The childminder makes good use of opportunities that focus on what children need to learn next. For example, she encourages children who need to develop their counting skills to count the tractors that they see driving by while on a walk in the community. The childminder skilfully uses questions to establish what children can remember and builds on their previous learning. The childminder helps children to progressively develop new skills. Children make good progress in their learning.
- Children's developing independence skills are supported well by the childminder. For example, children use a step to access handwashing facilities. They know how to use soap to keep their hands clean. Children help to wash their plate and cup after snack time. They tidy up toys at the end of play and are encouraged to put on their own shoes. Children demonstrate good levels of independence and develop good self-help skills.
- Parents are complimentary about the care that the childminder provides for children. They say that their children are 'excited to attend'. The childminder communicates well with the parents about what children learn and the care they receive. Parents share what their children learn at home, and what they like and

dislike. This childminder uses this information to tailor children's experiences. This helps to ensure that children's needs are met.

- The childminder meets with other childminders and local authority advisers to share ideas to effectively support her practice. She attends mandatory training and is aware of further professional development available to her. However, the childminder does not precisely target further professional development to help to extend her knowledge and skills further.
- The childminder helps children to learn about cultures and communities that are different to their own. She shares parent knowledge of children in her care so that learning activities have meaning and purpose. The childminder encourages children to ask questions and be curious as they explore different resources, books and food during various festivals. This helps to prepare children for life in modern Britain.
- Children participate daily in physical exercise. They choose from a range of healthy and nutritious snacks, such as apples and strawberries. Overall, children learn about the importance of leading a healthy lifestyle. However, the childminder does not routinely support children's understanding of the importance of brushing their teeth after eating. This means that children's developing awareness of good oral health practises is not fully supported.
- The childminder skilfully weaves mathematics into everyday activities. For example, children are encouraged to count their fruit at snack time, identify groups of objects, and talk about shape and size when constructing models. Children's mathematical skills are well developed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from risk of harm or abuse. She completes regular safeguarding training to keep her knowledge up to date. She is aware of the signs and symptoms of abuse and how to follow local referral procedures if she has a concern. The childminder responds swiftly to incidents and accidents. She carries out daily safety checks indoors and outdoors to help to reduce hazards and minimise accidents. The premises are secure. The childminder makes sure that she keeps her paediatric first-aid training up to date. This helps her to promote children's well-being and safety.

What does the setting need to do to improve?

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

- focus professional development more precisely to enhance professional knowledge and skills even further
- further extend children's understanding of healthy lifestyles, with a particular focus on oral health practices.

Setting details

Unique reference number	317051
Local authority	Westmorland and Furness
Inspection number	10279957
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	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 1994 and lives in Penrith, Cumbria. She operates her childminding service all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Susan Mitchell

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 childminder and has taken that into account in her evaluation of the setting.
- 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.
- 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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