

Childminder report

Inspection date: 27 February 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

The childminder and her assistants provide children with a warm and welcoming environment. Children are settled and have formed strong attachments with their key person. They have formed good friendships with each other and talk about friends who are not in attendance as they miss them. Older children show understanding and kindness to younger children. The childminder promotes children's positive behaviour through regular praise and encouragement. As a result, children behave very well.

Children are encouraged to be independent. For example, they choose which plate they would like, pour their own drinks and ask for a knife to spread butter on their toast. Each day, a child is chosen to be a special helper. They help to prepare snacks and set the table. They take this role very seriously and wear their 'helper' badge with pride. This promotes children's self-esteem.

Children love playing outdoors. They enjoy digging in the sand and searching for 'treasure'. Staff encourage children to count how many coins they find. Children push themselves along on tractors and in cars. Some children attempt to use the pedals on bicycles. Staff praise them when they succeed. Children confidently fill jugs from the water butt and water the plants. They enjoy practising throwing and catching balls. Children have ample opportunities to develop their physical skills.

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

- The childminder's curriculum allows children to lead their play. She incorporates children's interests and uses their next steps in learning to provide activities and experiences that promote their progress. For example, children love using tweezers to pick up pom-poms and then post them into tubes. They enjoy threading pipe cleaners through the holes in a sieve and posting coins into a box. These activities help to strengthen children's hand muscles in preparation for developing their early writing skills.
- The childminder prides herself on the partnerships she has with parents. Parents say that their children look forward to going to the childminder's house. They say that communication is effective, both verbally and via an app. The childminder shares information about children's development with their parents. She also shares policies to keep parents up to date. Consequently, children benefit from a positive partnership between home and the setting.
- The childminder promotes healthy lifestyles with the children. For example, the childminder, her assistants and all children brush their teeth before snack. Consequently, children are learning the importance of oral health. Children understand the importance of washing their hands before eating. Meals and snacks include fresh fruit and vegetables. Children have access to drinks

throughout the day. As a result, they are developing good hygiene practices and learning how to be healthy.

- Children communicate effectively with the childminder and her assistants. They enjoy looking at books and listening to stories. They say 'more' when they want to hear stories again. The children love singing along to their favourite nursery rhymes and eagerly wait to 'hop, hop, hop' like little bunnies. Staff listen attentively to children. They model the correct language when having conversations with children. Therefore, children's speech and language are promoted effectively.
- The childminder has a positive attitude towards her professional development and that of her assistants. Together, they make good use of online training courses as well as face-to-face training, when possible. The childminder carries out one-to-one meetings with each of the assistants to discuss any concerns they may have. Regular staff meetings allow the childminder and her assistants to reflect on their practice and improve.
- The childminder provides some opportunities for children to develop their understanding of the world. For example, children celebrate special days throughout the year, such as Christmas, Shrove Tuesday and the festival of Holi. The childminder has books and toys to teach children about cultures and diversity beyond their own. However, she does not use these resources effectively in play, to enable children to consolidate what they have learned.
- Children behave well. They are respectful and kind to each other. Children share and take turns while playing alongside one another. They respond to adults and follow instructions. For example, they tidy up when it is time to go outside. The childminder and her assistants praise children at every opportunity. As a result, children understand the expectations of them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. She ensures that her assistants have the relevant training to be able to safeguard children. The childminder and her assistants understand the procedures for reporting concerns regarding their colleagues or a child. She ensures that all adults living or working on the premises have the relevant suitability checks carried out. The childminder gathers information regarding children's allergies and dietary requirements as part of their settling-in process. She ensures that her home is safe for children.

What does the setting need to do to improve?

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

- provide even more opportunities for children to develop their understanding of the world.

Setting details

Unique reference number	317054
Local authority	Cumbria
Inspection number	10264324
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 3
Total number of places	12
Number of children on roll	10
Date of previous inspection	12 June 2017

Information about this early years setting

The childminder registered in 1998 and lives in Endmoor, near Kendal, Cumbria. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 5. She employs two assistants, both of whom hold relevant qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Martin

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 and the inspector had a tour of the setting. They carried out a joint observation of practice.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their written views about the childminder with the inspector.
- The inspector held discussions with the childminder and her assistants to assess their knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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