

Childminder report

Inspection date: 17 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are given plenty of time and space to explore independently as the childminder values time for children play, learn and discover without interruption. As a result, children are curious, display a strong exploratory impulse and show an interest in their environment. Babies settle in very well and quickly form close bonds with the childminder. These well-established and secure attachments promote feelings of security and lay excellent foundations for children's confidence. Babies snuggle in when they become upset or tired and enjoy the warm affection from the childminder. The childminder is a good role model for children's behaviour. She maintains consistent boundaries for all children who attend, to ensure high expectations are instilled from a young age.

The childminder has a wealth of experience. She regularly observes children and assesses their learning accurately. She knows children well and plans the educational curriculum based on what they know, understand and can do. The childminder demonstrates a good understanding of how children learn and the quality of her teaching is strong, overall. However, the childminder does not always support children as well as possible with their communication skills.

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

- The childminder values a multisensory approach to promoting babies' learning. She provides lots of resources that encourage babies' explorations and engage their natural instincts, such as baskets full of interesting items, including fabrics, balls and a range of textures. Babies show excellent physical skills as they reach out and use their small-muscle skills to pick up items of interest.
- Babies enjoy babbling and experimenting with sounds and non-verbal gestures to communicate. For example, babies screech loudly to gain attention and point to indicate they have seen something they like. The childminder engages in some good conversation with babies, such as describing some of her actions during play. However, the childminder does not always build on babies' attempts at communicating, for example, by responding and offering conversation.
- Babies enjoy the challenge of finding hidden balls under cups, which demonstrates their good early mathematical development. The childminder understands that these activities provide good foundations for children's later number skills and learning to count and sequence items.
- The childminder establishes good relationships with parents. They share extremely positive feedback on the quality of care provided by the childminder and the range of interesting and exciting activities she offers. Parents are particularly grateful for the support in place for children's personal, social and emotional development and the progress their children have made in this area. There is a good two-way flow of communication and information sharing, which

helps to ensure children's needs are well known and met.

- The childminder closely follows children's routines and care needs. For example, she ensures that babies have their familiar items at sleep time and she follows parents' preferences for sleep arrangements. This greatly promotes children's physical and emotional well-being.
- The childminder has a firm knowledge of early years and she values opportunities to continually build on her skills. She attends training events, uses networking opportunities and completes much of her own research. The childminder recently attended training on the prime areas of learning, where she acquired a good understanding of the impact of personal, social and emotional skills on children's all-round development.
- The childminder uses a self-evaluation tool to help her to reflect on different areas of practice. However, this only covers certain areas and is not effective in encouraging the childminder to think about the impact of her practice and ways she can further improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows the signs that may indicate a child is at risk of harm and is clear on the procedures to follow in the event of a concern. The childminder attends required training in relation to safeguarding and keeps up to date with any changes to local safeguarding procedures. The childminder has also attended food safety training and her food preparation area has been subject to inspection from the relevant authorities. The childminder keeps a log of all accidents, in line with requirements.

What does the setting need to do to improve?

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

- respond to babies' emerging speaking skills and create a more language-rich environment where children make rapid progress in their communication skills
- focus self-evaluation more precisely to help identify the impact of teaching and practice and ways to further improve.

Setting details

Unique reference number	317139
Local authority	Cumbria
Inspection number	10109636
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 April 2014

Information about this early years setting

The childminder has been operating since 1988 and lives in Whitehaven, Cumbria. She provides care all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- The inspector held discussions about the early years provision and meeting children's needs.
- The inspector spoke with children at appropriate times during the inspection.
- Parents' views were taken account of by the inspector through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- Discussions following a joint observation were held and the inspector took account of the childminder's evaluations.

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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