

Childminder report

Inspection date: 20 January 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

The childminder has high expectations of her practice and what children can achieve. She is passionate about working with parents and uses a wide range of ways to successfully communicate with them. This helps children reach their full potential. The childminder's aim is to provide a safe environment to help children grow and develop into happy and confident individuals. Children learn to take care of themselves and thoroughly enjoy attending the childminder's setting. Children play with excitement and energy. They fascinate at the range of activities provided and follow instructions well. For example, children count small 'mouse-like' steps and large 'dinosaur' steps in the game of 'What time is it?'. They run energetically and giggle as they play games of chase. Children play cooperatively and develop a good understanding of what is expected of them. They behave well and show respect towards one another.

Children have plenty of opportunities to practise their physical skills. For instance, they pour, tip and squeeze different materials together. This helps to develop the small muscles in their fingers, in preparation for early writing. The childminder plans exciting outings that help to promote children's knowledge of the world. She uses photographs to help children to remember visits to parks, woods and a wildlife centre. Children relish opportunities to discuss the different birds and flowers they have seen. They grow and care for fruit plants and learn about where their food comes from.

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

- Parents comment that they are extremely happy with the care their children receive. For example, they say that the childminder keeps them informed about what their children have been doing and about their achievements. Older children say that they enjoy the range of different experiences provided. They say that they particularly like going on outings and doing craft, writing and baking activities.
- Children benefit from high-quality resources that they can access freely. The childminder provides children with plenty of choice and values their contributions and ideas. For example, children decide to make cheesy breadsticks and hot cross buns from the dough mixture.
- The childminder promotes children's mathematical and problem-solving skills effectively. For example, she helps children to identify the numbers on coins, digital scales and measuring jugs. The childminder uses mathematical language, such as 'round and round', while children work out how to twist the toothpaste cap off.
- The childminder speaks to children during their play and provides them with clear explanations of why and how things happen. However, she does not

always give children enough time to think and respond to questions.

- Children are confident to have a go, try new things and take on a challenge. For instance, the childminder invites them to make number patterns using their fingers in salt. Children work out which measuring containers to use to follow the recipe. All children make good progress and are developing the key skills and positive attitudes that they need for their future learning.
- Children measure the air temperature and rainfall as they talk about changes in the weather. The childminder uses stories, food tasting sessions and dressing-up activities. This helps children to learn about different festivals and celebrations, such as Chinese New Year and Diwali.
- The childminder fully utilises her role of governor and volunteer teaching assistant at the local primary school, and attends training pertinent to the needs of the children in her care, to help enhance the quality of education she provides.
- The childminder's secure understanding of child development ensures she is able to identify and act on any children who may have special educational needs and/or disabilities to help secure additional support early on.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her responsibilities to keep children safe. She is experienced and confident to follow procedures should she have concerns about their welfare. The childminder takes time to carefully identify and minimise risks to children, both in the setting and on outings. Children learn about road safety as they stand back and wait for the school bus. Children show they can manage their own risks as they crawl under low-level equipment, so they do not bump their heads.

What does the setting need to do to improve?

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

- extend children's speaking and thinking skills and allow them enough time to respond to questions.

Setting details

Unique reference number	317150
Local authority	Cumbria
Inspection number	10128990
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 October 2015

Information about this early years setting

The childminder registered in 1999 and lives in Stainton. She operates all year round from 8am to 5:30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A tour of the setting and a joint evaluation of an activity were completed with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- She took account of the views of parents spoken to on the day and through written feedback provided.

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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