

Childminder report

Inspection date: 19 July 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 happy and settled with the childminder. They confidently lead their own play and make good progress in their learning. Children show that they feel safe as they include the childminder in their play. Children and babies understand what comes next in their day and expectations of them. For instance, children happily help the childminder tidy up before lunch.

The childminder helps older children understand more about their younger friends. For example, they discuss how babies' teeth grow and why babies need more sleep. This helps them to develop tolerance and respect. Consequently, children are interested in others and demonstrate good behaviour and positive attitudes. Children build independence and self-care skills, such as learning to keep their teeth clean. These key life skills and qualities help children in readiness for their move on to pre-school or school.

Children practise their physical skills and enjoy praise from the childminder for their efforts. Babies practise standing and walking. Older children enjoy climbing and sliding during outings to parks and soft-play sessions. Children learn about where food comes from as they grow and harvest fruits and vegetables. For example, they recognise and name rhubarb and runner beans. Children's well-being and understanding of healthy lifestyles are supported well.

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

- The childminder strives to promote the best outcomes for all children. She has trained to mentor less-experienced childminders in her local area. This helps to promote high-quality early education for children, both in and outside of her provision. She knows children well and plans for their learning based on what they already know and can do. Children are engaged and interested in their play and learning.
- Children make links in their learning as the childminder refers to previous activities and experiences. Monitoring and assessment of children's progress are effective and shared with parents frequently. The childminder helps to quickly close gaps in children's learning through her skilled and sensitive teaching. Children make good progress in their learning.
- The childminder helps children learn to develop a love of books and stories. She reads favourite stories in an engaging manner. The childminder continually narrates children's play. She engages them in dialogue and ensures they hear a wide range of vocabulary. However, the childminder does not always allow children time to think and respond, which hinders their ability to practise the wealth of words that they hear.
- The childminder skilfully weaves the curriculum for mathematics through all

activities. Children laugh as the childminder helps them count odd socks in a favourite story. They demonstrate a sound understanding of number and early mathematical concepts. This helps to build strong foundations for their future learning.

- Children learn how they are each unique and about their individual strengths. For example, the childminder supports children to learn additional languages to communicate with family members. Children learn about customs from other cultures through interesting activities, such as henna hand painting. Children begin to learn about our diverse world.
- The childminder works hard to support children and families in many aspects of their lives, particularly since the COVID-19 pandemic. She offers advice and ideas to support their parenting skills and truly understands and supports the individual situations of each child and family. Parents are appreciative of the solid support the childminder offers and this helps to build strong partnerships.
- The childminder offers tailored communication for parents. Parents know what their children are learning and how to support this further at home. They feel involved in their children's learning. The childminder uses the views of parents to inform the development of her provision. This helps to promote consistency in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding policies and procedures. She understands how to identify when a child may be at risk of harm and how to report concerns appropriately. The childminder understands the importance of reporting concerns about the behaviour of other adults working with children. She helps keep her knowledge of local and current safeguarding issues fresh through regular contact with and updates from her local authority. The childminder completes risk assessments of the premises and on outings to help keep children safe while in her care. She understands how to keep children with allergies and specific dietary requirements safe.

What does the setting need to do to improve?

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

- enhance opportunities for children to practise their language skills throughout the provision.

Setting details

Unique reference number	317197
Local authority	Cumberland
Inspection number	10279826
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2000 and lives in Carlisle, Cumbria. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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