

Childminder report

Inspection date: 14 November 2022

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 is attentive and kind and prioritises children's emotional development. The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. Children form strong attachments to the childminder and demonstrate they feel safe and secure. She has high expectations for all children's behaviour and promotes good manners through clear, consistent boundaries. She encourages children to manage their emotions effectively and talk about their feelings. Children are offered gentle reminders, praise and encouragement as they learn to share and take turns. Children behave very well, and they are kind, caring and ready to learn.

The childminder is committed to giving every child the best possible start. She plans and delivers an ambitious and carefully sequenced curriculum which is built on children's curiosity and interests. For example, children enjoy trips in their local community and benefit from opportunities to develop social skills, learn about others and develop an understanding of the world around them. Children excitedly talk about how they shop for older residents in the community as they learn how they can help and support others. They have enjoyed learning about how the postal system works, receiving letters and posting parcels at the local post office. Children make very good progress across all areas of learning.

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

- The childminder develops children's communication and language skills well. They recall familiar stories and fill in missing words as they read along with the childminder. Younger children confidently talk about the illustrations, and all children answer carefully targeted questions that strengthen children's developing vocabulary and their love of reading. The childminder pronounces words correctly for children to hear and learn as they play. For instance, as the children and childminder play together, older children practise using the word 'stabiliser' as they build a train bridge, and younger children practise using positional language as they play with trains. Children make very good progress.
- Children learn about healthy lifestyles. They talk about 'treats' and proudly recall past events, such as making a 'tricky' choice about when to have one ice cream instead of two. Children help to tidy up and put on their own boots and coats. They are learning to wipe their own noses, wash their hands and manage their own toileting routines. This helps them develop their independence and prepare for their next stage in learning.
- Learning opportunities provided are purposeful and developmentally appropriate. However, occasionally, during group activities, younger children receive less support than their older friends when trying to master new skills. This does not consistently support younger children to develop their concentration and

resilience to persevere and master new skills as well as they could.

- Children learn about safety, for example, they hold hands and listen carefully to instructions from the childminder when out walking. They receive praise so they know clearly what they have achieved so they can build on this in the future.
- The childminder accesses a range of training opportunities and has received support from the local authority. She is proactive in her endeavour to meet the needs of individual children through continual professional development. She reflects on her practice well. However, she does not have a well-established system in place for consistent collaborative communication with children's other settings. As a result, information about children's care needs or learning and development is not shared as effectively as it could be in order to help children make the best progress possible.
- The childminder promotes children's mathematical development well. For example, younger children explore counting to three as they count their blueberries at snack. Older children are encouraged to explore simple addition as they count and compare how many trains they have of each colour. Children explore a range of mathematical concepts.
- Parents wholeheartedly appreciate and value the childminder. Regular communication with parents ensures they are kept well informed of the activities their children enjoy and their next steps in learning. As a result, parents keenly support their children's learning and development at home. There is a sense of a real home-from-home atmosphere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children. She knows the signs to look for if a child is at risk of harm or neglect. In addition, she knows the relevant agencies to contact for guidance. She has been proactive during the COVID-19 pandemic in keeping up to date with the latest information, including the 'Prevent' duty, by completing mandatory training and working with wider professionals to review and update her policies and procedures. The childminder carries out daily checks of the environment and the parks they attend. This helps to keep children safe.

What does the setting need to do to improve?

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

- refine the organisation of group activities so that all children are supported and effectively engaged to help them extend their learning and master new skills
- strengthen the continuity of education by establishing secure partnerships with other settings.

Setting details

Unique reference number	317205
Local authority	Cumbria
Inspection number	10234522
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 January 2017

Information about this early years setting

The childminder registered in 2000 and lives in Kirkby Thore. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen James

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 her evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of the views of children and parents.
- The childminder provided the inspector with a sample of key documents.

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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