

Childminder report

Inspection date: 5 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are greeted warmly into the childminder's home-from-home environment. They hold out their arms on arrival for cuddles. Children crawl up onto the childminder's knee to share stories and sing nursery rhymes. Songs and rhymes are infused in everyday activities, giving a sense of warmth and calmness throughout. The childminder gives endless praise during interactions. Children enjoy being in each other's company as they share stories with one another. They laugh as they play peekaboo with the childminder when reading pop up books. The childminder takes the time to tune into children's vocal requests and body language, which helps her to understand and respond quickly to meet their needs. Children have a strong bond with the childminder, which greatly supports their emotional well-being.

All children make good progress as the childminder plans activities that follow children's interests as well as next steps in their learning. For example, those who are learning to walk, strengthen large leg muscles by climbing on ride along toys and being supported to jump on trampolines at the park. Children empty and fill containers of water and sand in the garden to develop their hand to eye coordination and refine small hand movements, making marks on paper with crayons and pencils. Children become engrossed in role play and make links to experiences from home. They fill and empty plates with make-believe food and stir pretend cups of tea for their peers. Children are confident to explore and use their imagination.

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

- Parents have trusting relationships with the childminder. They explain how reassured they feel when their children are in her care. The childminder takes time to get to know the children and their families. She shares regular information about care routines and daily learning activities. Parents feel children make good progress from their starting points.
- The childminder role models turn taking and sharing well. For example, when two young children play with animals and puzzles, the childminder sits alongside and encourages them to give each other different animals. She then gives praise and recognition for sharing and being kind. Children listen and behave well.
- Children go out regularly into the local community. They attend playgroups and visit parks and shops. The childminder uses these opportunities for children to learn about road safety. They observe and talk about birds and transport. Children meet and chat with other children and adults. This helps increase children's understanding of the world around them and build good social skills.
- The childminder regularly reviews her practice. She reads widely and makes links with local childminding associations. This allows the childminder access to a

range of training opportunities. Mandatory training, such as paediatric first aid and safeguarding, are regularly updated. However, the childminder does not focus as precisely on professional development to enhance the quality of teaching, so children make the best progress possible.

- Children and parents are encouraged to follow healthy lifestyles. The childminder provides a range of fruit snacks for children to choose and encourages the children to drink water or milk. She models good hygiene practice when washing hands. The childminder talks to children about why we brush our teeth and supports parents with dentist visits. Families share an awareness of how they can follow a healthy lifestyle.
- The childminder helps children make good progress with their communication and language skills. For example, she passionately sings and shares books with the children in her care. She uses a narrative during play and models language back to children through repetition. Children hear and understand new words. However, on occasion, in her enthusiasm, the childminder does not always give children enough time to think and respond. This impacts on the opportunities young children have to practise and use new words they hear.
- Children have good opportunities to listen and practise mathematical language through daily interactions and experiences. The childminder uses words such as 'up' and 'down' to describe the actions as they sing 'The Wheels on the Bus'. Children work with the childminder to build towers of bricks as she counts 'one, two, three' before they laugh as the tower falls down. Children are developing an understanding of early mathematical concepts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to promote children's welfare. She is diligent about keeping up to date with her safeguarding knowledge. She understands the correct procedures to follow should she develop concerns that a child may be at risk of harm. Daily risk assessments help to promote a safe and secure environment. For example, the childminder has assessed the outdoors and has fitted gates on non-accessible areas in the garden. There are arrangements in place for children of all ages to sleep safely. For example, the childminder supervises and checks on children as they sleep.

What does the setting need to do to improve?

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

- give young children enough time to think and respond during interactions to allow them to practise new words and build on their speaking skills
- make full use of professional training opportunities to ensure an even higher level of quality of learning takes place.

Setting details

Unique reference number	317251
Local authority	Westmorland and Furness
Inspection number	10276382
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	6
Number of children on roll	6
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2000 and lives in Greystoke, near Penrith, Cumbria. She operates all year round, from 8am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Susan Mitchell

Inspection activities

- This was the first routine inspection that the childminder 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 her evaluation of the provider.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents and carers shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023