

# Childminder report

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Inspection date: 17 March 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are eager to enter the warm and nurturing childminder's home. They are met with warm interactions, which make them feel safe and secure. Children settle quickly. The childminder meets the children's care needs well. For example, she soothes them when they get upset and provides restful periods when they are tired. Children listen attentively to the childminder's requests when looking after the resources at tidy-up time. She gives lots of praise and recognition to children's achievements, no matter how small. This helps children to build self-esteem and be confident and motivated.

Children are curious and independent learners. There is a strong focus on children's communication and physical skills. For example, children practise large-muscle movements using diggers to move sand and soil from one area to another. They laugh and giggle as they balance, catching a pretend egg in a frying pan. Children relish in joining in with listening games to support their language development. They hear the sound the cement mixer makes outside and the dishwasher inside. They excitedly repeat the game, listening attentively to the different sounds. The childminder skilfully uses resources and questions to encourage children to be curious about the world around them. For example, they watch the sheep in the barn and talk about finding a frog in the garden. They choose books about frogs and sheep, recognising pictures as they turn the pages. This helps children to make connections to their prior experiences and extend their learning.

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

- Parents speak highly of the childminder and the caring relationships she has built with the children. They have every confidence that she meets their children's individual needs well. Regular daily communication allows parents to be involved in their child's learning. Parents feel well supported by the childminder's knowledge and experience and 'approachable and caring' nature. Children make good progress from their starting points.
- The childminder offers a range of activities so that children can enjoy a variety of experiences. For example, the childminder has developed a digging patch and sand area in a polytunnel where children grow vegetables. This supports toddlers' continuing interest of emptying and filling. However, at times, she does not always present activities which are stage appropriate for every child. This means, at times, children's learning is not as swift as it could be throughout all areas of learning.
- Children have ample opportunity to learn and experience the natural world around them. The childminder's home is part of a working farm and, as such, children participate in growing vegetables and observing farm animals. Furthermore, children visit people in their different roles when on outings in the

local community, which helps them develop respectful attitudes. However, the childminder does not explore different cultures in the wider community. There are limited resources and activities reflecting differences in families available in everyday play. This means children's understanding of diversity is less developed.

- Children's behaviour is good. The childminder uses timely interventions to model the difference between right and wrong. She is patient and understanding and uses language which is appropriate to the children's age. Children listen attentively and respond well. Children manage their feelings appropriately, developing good social skills.
- The childminder promotes children's good health. For example, she encourages parents to introduce fruit options in packed lunches. The childminder supports parents and children in visiting the dentist. Children develop physical skills during daily activities, such as climbing, running and digging. Children follow good hygiene procedures. They wash their hands after playing outside, and before mealtimes. Children show an awareness of healthy lifestyles.
- The childminder is passionate about supporting children's communication. There is a natural flow of conversation in the childminder's home between herself and the children. She models language well. Children develop a love for books and frequently choose books throughout the day to share with the childminder. Children listen to stories and repeat new words, which helps develop their understanding. Children make good progress in their early literacy skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe. She is able to confidently identify the possible signs and symptoms of abuse and about how she would report any concerns. The childminder completes regular training to ensure that her knowledge and skills are up to date. The childminder carries out detailed risk assessments each day to remove or minimise potential hazards and ensure that her home is safe for children. This includes checking that real-life tools used for gardening outdoors are age appropriate. Hygiene procedures are followed and modelled well to prevent the spread of infection. The childminder has a full and relevant paediatric first-aid certificate.

## What does the setting need to do to improve?

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

- explore further professional development opportunities that enhance the planning and implementation of activities across all areas of learning
- provide children with a wider range of opportunities which help them learn about cultures other than their own.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 317298                                                                            |
| <b>Local authority</b>                             | Cumberland                                                                        |
| <b>Inspection number</b>                           | 10234524                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 14 March 2017                                                                     |

## Information about this early years setting

The childminder registered in 1998 and lives in Hethersgill, Cumbria. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, 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.
- The inspector reviewed written feedback from parents and took account of their views.

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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