

Childminder report

Inspection date: 19 June 2024

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 warmly welcomed into the childminder's home, where they receive excellent care and good support for their learning and development. Children are entirely at ease in the care of the childminder, owing to the secure attachments they have formed with her. This is driven from the childminder's carefully considered settling-in procedures, where children's emotional security is given the utmost importance. As a result, children settle quickly and soon develop the confidence to explore, showing high levels of curiosity and a strong exploratory impulse. For example, young children who have not yet learned to walk, determinedly navigate the environment when interesting resources capture their attention. The childminder ensures that all children, even the very youngest, are supported to understand rules and how to behave positively. She uses Makaton signing to complement her age-appropriate explanations. Young children begin to use these signs, showing excellent understanding.

The childminder provides children with access to a wide range of experiences that give them a broad range of skills and knowledge. She has the same high aspirations for all children, including those with special educational needs and/or disabilities (SEND). All children, regardless of age or ability, are fully integrated into the play and learning opportunities, each supported to develop according to their needs. All children make good progress.

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

- Overall, the childminder knows children well and plans effectively for their learning. She plans her curriculum based on what children need to know, understand and do. As a result, resources, activities and experiences are well matched to children's next steps, and they make very good progress.
- The curriculum for personal, social and emotional development is a particular strength. The childminder helps children to consider and acknowledge the needs of their peers by offering sensitive and age-appropriate explanations. As a result, children become extremely aware of others and they are wonderful friends. For example, older children frequently invite their younger peers to play. They share resources and are quick to tell the childminder when another child is upset. Children develop excellent abilities in building relationships in good preparation for later social skills.
- In some ways, the childminder works in partnership with parents. She discusses children's care needs and shares some information, such as photos and updates, electronically. However, the childminder has not developed an effective two-way flow of information, to monitor and promote children's learning collaboratively. This does not help the childminder to assess children's development as precisely as possible and support parents to continue children's learning at home, to help

maximise progress.

- The childminder prioritises promoting children's good health. She is vigilant in minimising the risk of the spread of infection and supports all children to learn healthy habits from a young age. She ensures that children have daily access to outdoor play, valuing the importance of fresh air and exercise. Children are supported to grow strong and healthy.
- There is excellent support for children's understanding of the expectations of their behaviour. The childminder's consistent approach helps children to learn important rules very quickly. For example, children who recently started attending demonstrate excellent understanding of safe play with the shingle stones. Following the childminder's consistent role modelling, they quickly learn not to place them in their mouths, but instead they delight in handing them to the childminder as part of a game.
- The childminder works extremely hard in support of children with SEND. She has been instrumental in ensuring that children with SEND receive additional support, such as through timely referrals and her persistence in securing the interventions needed. Her excellent communication is recognised by involved professionals. Children with SEND greatly benefit from continuity in their care and learning.
- The childminder has a wealth of experience and a secure understanding of how children learn. She maintains her skills and knowledge through many carefully chosen professional development opportunities. For example, after identifying that her outdoor space provided limited opportunities to promote some aspects of children's physical development, the childminder attended training directed at active play. The childminder's effective use of self-evaluation to inform her training programme helps to maintain good-quality provision and has the biggest impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus more precisely on partnership working with parents that promotes a strong collaborative approach to children's learning and encourages a two-way flow of information-sharing.

Setting details

Unique reference number	501077
Local authority	Cumberland
Inspection number	10339303
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 July 2018

Information about this early years setting

The childminder registered in 2001 and lives in Blindcrake, near Cockermouth, Cumbria. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Katie Sparrow

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 spoke to and 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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