

Childminder report

Inspection date: 27 November 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 enjoy their time with the childminder. Her kind and sensitive manner helps them to settle quickly. Children learn social skills as they play and learn with their friends. The childminder supports children to make independent choices about their day. Consequently, children confidently lead their own play and happily join planned activities too. They demonstrate positive attitudes towards their play and learning. Children make good progress as a result of the well-considered curriculum which the childminder delivers effectively.

The childminder is a good role model for children. She maintains a calm and respectful manner which children copy. Children quickly learn the childminder's expectations of them. They understand the daily routines which help them to feel secure in the childminder's care. The childminder supports children's learning through outings and visits as well as through play in her home. Children learn more about the world as they visit shops and nearby parks, for example. They develop stamina and their physical skills as they walk in the local area and scoot ride-on toys along paths and tracks. Children become proficient at climbing and balancing during daily soft-play sessions in the childminders home. The childminder promotes all areas of children's learning and development well.

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

- The childminder promotes a love of books and stories as she supports children's language skills. Children gather around the childminder as she reads to them engagingly. They eagerly gather the relevant toys and characters which the childminder refers to during the stories. This helps to link and embed children's learning and language well.
- The childminder plans enticing activities to capture children's imagination. For instance, she invites them to dig in coconut flour 'snow' and hunt for hidden winter animals. Children's senses are stimulated as they delight in the scent and feel of the 'snow'. They keenly use scoops and spoons, practising their coordination and precision. The childminder links lots of learning through such activities.
- The childminder has high aspirations for children's understanding and ability to learn. She engages them in discussions about trips to countries such as Norway and offers new contextual vocabulary such as orca. This supports children's learning across the curriculum and also helps them to learn more about the wider world.
- The childminder encourages children to be thoughtful and kind. They share with their friends and are polite. The childminder praises children frequently, boosting their confidence and self-esteem. This supports their emotional development well as they learn how to interact with adults and their peers.

- Children learn key skills through well-considered routines. For instance, children keep their belongings in their own box with their choice of character pictured. Their character is also used to indicate their place mat and coat hook, supporting their sense of belonging. Children learn to care for their own belongings, fostering their independence skills.
- Children learn important skills such as eating meals together. They learn about hygiene routines and why these are important to keep them healthy. Children begin to develop good habits for life.
- The childminder knows children well and plans for what they need to learn next. Her experience and systems for monitoring children's progress help to identify any gaps in their learning. Her teaching helps to close those gaps supporting all children to make good progress in their learning.
- The childminder does not make the most of partnership working with other professionals and parents. For instance, she does not always communicate with staff at other settings that children have attended. Although she communicates frequently with parents, she does not always give them clear information about how they can support their children's learning further at home. This hinders the consistency of children's care and learning.
- The childminder is reflective in her practice. She amends and adapts her teaching to continually improve. She shares learning from training ideas with other childminders. This helps to support and enhance her provision for children's benefit.

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:

- improve partnership working to enhance the consistency of children's care and learning.

Setting details

Unique reference number	502538
Local authority	Westmorland and Furness
Inspection number	10363842
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	5
Date of previous inspection	11 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in Kendal, Cumbria. She operates from 8am to 6pm, Monday to Friday, all year round, except family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- The inspector viewed the premises and discussed how the childminder ensures children's safety and the aims and rationale for their early years curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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