

Childminder report

Inspection date: 5 March 2025

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 greatly benefit from a holistic approach to their care and education. The childminder places the highest priority on fully knowing and understanding the children in her care, as well as their families. She uses her excellent knowledge of each child's uniqueness to fully inform her curriculum. As a result, children are exposed to a wide range of experiences and activities that help them to discover the awe and wonder of the world. This impacts well on children's emotional well-being. They develop a strong sense of self and enjoy secure attachments with the childminder and others who work with them. Children are confident, well behaved and motivated learners.

The childminder plans well for children's next steps, and as a result, children make good progress. Children learn new skills, such as in their physical development. Younger children develop excellent strength in their large muscles to aid them in walking, climbing and navigating the superb outdoor spaces within the grounds of the childminder's home. Older children gain skills in their small-muscle movements, such as using tools competently and pencil control. The childminder's curriculum supports children in gaining the skills needed for the next stage of their learning.

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

- The childminder and those who work with the children have a strong vision for the setting. Their ethos is centred around the children and the unique and individual experiences they arrive with. This fully informs the childminder's planning, with a focus on giving children opportunities and experiences to build secure foundations for their future learning and successes.
- The childminder builds on her curriculum, focussing well on children's individual next steps. She uses observations to inform assessments of what children know and can do and to identify the skills and knowledge they need to develop. However, the childminder's intended curriculum is not always well implemented. For example, interactions with children during activities are not always well-targeted on children's known next steps.
- Working in partnership with parents is a particular strength of the childminder's practice. She fully values parents as their child's first and most important educators and creates a fully collaborative approach to children's care and learning. Parents contribute to assessments, planning and activities, and they are widely supported to continue learning at home. For example, story sacks that are linked to children's individual next steps are provided for parents. The strong relationships with parents mean that children benefit from continuity in all aspects of their care and learning.
- The childminder is an excellent role model for positive behaviour. She frequently uses 'please' and 'thank you' with the children, which encourages children to do

the same. The childminder steps in sensitively when children need support in deciding how to share resources. This helps them to learn the skills they need to share, take turns and play cooperatively with their peers.

- Children are keen, motivated and enthusiastic learners. They are excited by the many learning opportunities, which are due to the childminder's strong focus on using children's interests to inform her planning. They concentrate well as they make their own 'stick man' from the story they have been exploring. They learn to persevere with challenging tasks, such as poking the stick 'arms' through the cardboard. All children are well prepared for the next stage of their learning.
- Children's good health is well promoted. They have an abundance of opportunities to be physically active, including through long walks around the local village and the vast outdoor space within the childminder's home. This includes a large woodland area where children can climb trees, build dens and explore the different landscape. Children also grow, harvest and cook vegetables, which they enjoy for a healthy lunch of soup. Children learn first hand how to lead healthy lifestyles.
- The childminder, and those who work with the children, are a strong team. They engage in frequent professional discussions where they reflect on their practice and how they can improve. These discussions inform changes to the provision as well as the programme of training attended. The childminder uses her new skills and knowledge to enhance her curriculum and the opportunities for children.

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 children's next steps in learning during both planned and free play.

Setting details

Unique reference number	EY254260
Local authority	Cumberland
Inspection number	10368076
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 5
Total number of places	12
Number of children on roll	21
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Abbeytown, Cumbria. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder and her assistant hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- 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 the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 through written feedback.

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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