

Childminder report

Inspection date: 17 January 2022

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 happy and safe. They settle with ease in the cosy, home-from-home environment. Children develop strong loving bonds with the nurturing childminder. They readily go to her for cuddles and sit comfortably on her knee during activities. The childminder acts as an excellent role model and sensitively helps children to manage their feelings and behaviours. She teaches children to be kind and to help each other. As a result, their behaviour is good. Children are confident to interact with unfamiliar adults and respond freely in conversations. They make independent choices on the direction of their play and learn to share and take turns. Children learn to respect others and the resources they play with. For example, they learn to tidy away toys and sort them into their relevant toy boxes.

Children are well cared for and make good progress from their starting points. The childminder knows the children well. She plans interesting and enjoyable activities. These are based on children's interests and the next steps in their learning. Children beam with delight as they look at books. They show curiosity and eagerness to view the pictures. Children confidently name what they see, and the childminder skilfully poses simple questions that challenge and extend their communication skills and understanding. For example, the childminder encourages counting and the recognition of colours while introducing associated words and new vocabulary. Children's fine motor skills are strengthened while using tools, such as tongs, to pick up and sort out coloured bears in a tray. The childminder gives children lots of encouragement and praise for their efforts, which helps to boost their self-esteem.

Children learn to develop their independence skills. For example, children help to put on their indoor shoes while listening to the gentle instruction given by the childminder. In addition, early stages of toilet training are supported in partnership with parents. Children follow positive hygiene practices and competently wash their hands as part of their routine. These opportunities help towards preparation for their eventual move to school. The childminder follows COVID-19 guidance to help to keep children safe. For example, parents drop off and collect at the front door and together they share more information online.

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

- Children confidently join in with favourite songs and stories. For example, while looking at the pictures in a book, they recognise the animals and sing, 'Old MacDonald had a farm'. Children find the animal in the farm set out on the floor and smile in delight as they make the associated animal sound. Children learn to use tools for a purpose. They use magic marker pens on boards and carry out more trickier tasks using a plastic knife while cutting up a banana. Children

remain interested in the activities available to them. They play well alongside each other and engage with the childminder.

- The childminder teaches children about people and communities, to enhance their knowledge of the world around them. She takes them on walks, and visits to places of interest in the community, including the community allotment, library, and local shops. She also takes children to larger groups to socialise. This helps children to be sociable and friendly, meet with other children and make friendships out of the setting. All these outings are aimed at broadening children's experiences and social development.
- The childminder works in partnership with parents who value the home-from-home environment. They feel reassured that their children are happy and settled. The childminder shares information with them before children start. She gathers detailed information about what children can do on entry and shares regular information with them about the progress and achievements that children make. The childminder encourages parents to read with their children, to further support their early literacy skills. She has a wealth of information accessible to share with parents covering a number of areas of learning and supporting children's learning at home.
- The childminder is dedicated and clearly loves her job. She is well organised and ensures that mandatory training is up to date, such as paediatric first aid and safeguarding. The childminder completes some online training opportunities and listens to webinars. However, the range of recent training undertaken is not consistently focused on continuing to enhance her good knowledge and skills even further.
- The childminder provides a curriculum that focuses on providing children with the skills and the confidence they need to succeed in life. She plans a range of enjoyable and interesting activities indoors and has a good range of resources available. These are rotated in line with children's interests. The childminder has an outdoor area which children access under supervision. The childminder recognises that this is an area for development to enable children to access a broader range of activities outside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures and the actions to take if there are any concerns about a child's welfare. She has a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. She is mindful of various safeguarding issues, including the 'Prevent' duty and child exploitation. The childminder is aware of the requirements for notifying Ofsted and policies are maintained and reviewed. The childminder carries out risk assessments and safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare in the home and when on outings.

What does the setting need to do to improve?

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

- extend professional development opportunities, to continue to strengthen the good practice already demonstrated and help raise the quality of teaching to an even higher level
- develop the outdoor play area further and enable children to access a broader range of activities outside.

Setting details

Unique reference number	EY344168
Local authority	Cumbria
Inspection number	10208687
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	4
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2006 and lives in Kendal, Cumbria. She operates all year round from 8am to 5.30pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carys Millican

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable. Relevant documentation was looked at including the childminder's policies and procedures and records.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. She discussed how the curriculum had been implemented by the childminder and the impact that this had on children's learning.
- The inspector reviewed parent testimonials during the inspection to take 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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