

Childminder report

Inspection date:

5 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Met

What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for what children can achieve. She uses her strong understanding of child development to promote children's learning. For instance, she builds on children's interest of the outdoors and takes them on nature walks. She uses opportunities that happen spontaneously while children play. For example, when the children see a herd of wild deer jump over the fence into the field, they observe them from the window as they disappear into the woodland. The childminder follows up this experience by taking the children to the woodland area to look for deer tracks and to splash in puddles of water.

The childminder has an in-depth understanding of each child and the progress that they make. She provides children with a wide range of resources and meaningful activities. Children show high levels of enthusiasm for learning and engage well in their imaginative play. For instance, they enjoy creating farmyard scenes, and transport rice snacks and pasta shapes in the toy farm vehicles to feed the toy animals. Children talk about how the rice makes a popping sound as they wheel toy vehicles over it.

Children develop strong bonds with the childminder and appear happy, safe and settled. They willingly follow instructions and benefit from meaningful praise. The childminder helps to support children's growing independence and physical skills. They handle the dustpan and brush well and are keen to sweep up the rice from the floor. They take pride in their learning environment, behave well and have a strong sense of belonging.

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

- The childminder reflects on the quality of her practice and seeks the views of parents. She uses meaningful training opportunities to enhance her knowledge of the early years foundation stage. For example, behaviour management training has equipped her with a greater understanding of how to further children's emotional well-being.
- Parental partnerships are strong. The childminder uses good communication methods to gain a wider understanding of children's experiences, interests and progress at home. She communicates effectively with other settings children also attend. This shared approach to children's care and learning provides them with a well-balanced curriculum. Children's independence and well-being are given high priority. Parents are provided with information about toilet training, settling in and how to support their children for their move on to school.
- Children's early literacy skills are promoted well. The childminder provides quiet areas for children to read and relax. She encourages children to handle books carefully as they look at the pictures together and promotes conversations about

what they see. Children enjoy singing songs and confidently use crayons to draw on paper.

- Overall, the childminder promotes children's language development well. She extends their vocabulary during their play by introducing new words. For example, during imaginative play, the childminder talks to children about farm animals and the sounds that they make. She provides a narrative for what children are doing and repeats what they say. However, occasionally, the childminder does not give children the time they need to respond, think and talk through their own ideas.
- The childminder has a good understanding of how children learn. She delivers exciting activities that enthuse and ignite children's passion for learning. The childminder is beginning to introduce early mathematics to children, such as shapes and sizes. However, on occasion, the childminder does not always provide opportunities for children to hear and use numbers during their play.
- The childminder promotes children's good health and well-being. She helps children to learn about good hygiene routines and supports them to tend to their own physical needs. The childminder provides children with nutritious meals and good opportunities to be physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of how to protect children from abuse and harm. She demonstrates a clear understanding of how to respond to any concerns regarding a child's welfare. The childminder reviews her policies regularly to ensure they are up to date with current legislation. She is aware of wider safeguarding issues, including the 'Prevent' duty. The childminder regularly risk assesses her environment and teaches children how to keep themselves safe in her home.

What does the setting need to do to improve?

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

- provide children with the time that they need to think, respond and talk through their own ideas
- provide children with more opportunities to hear and use numbers during their play.

Setting details

Unique reference number	EY358527
Local authority	Cumbria
Inspection number	10132557
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2015

Information about this early years setting

The childminder registered in 2007 and lives in Carlisle, Cumbria. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Carys Millican

Inspection activities

- The inspector observed the quality of education during activities and evaluated the impact this has on children's learning.
- The inspector sampled documentation, including children's records and the suitability checks of those living in the household.
- The inspector spoke to children during the inspection.
- The inspector talked to the childminder and discussed the quality of education and how she keeps children safe.
- Parents shared their feedback through written reviews that the inspector took into account.

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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