

Childminder report

Inspection date: 4 October 2023

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

The childminder creates a true home-from-home environment where children are happy, safe and very well cared for. She places high priority on establishing secure and trusting relationships with children. Children benefit greatly from her warm and nurturing interactions and attentive care. They become emotionally secure and independent and thrive in their development. The childminder gently and consistently reinforces expected behaviours, such as staying at the table to eat or taking turns with resources. Children respond promptly and demonstrate superb behaviour.

Children are extremely motivated to play and learn. They become entirely absorbed as they explore books with the childminder. The childminder asks well-posed and thoughtful questions that create in-depth conversations with children and help her to identify their understanding. Children use a wide vocabulary to talk about the characters and storyline. They predict what will happen and delight in finishing lines of the story that they know. The childminder provides a wide range of resources for children to access and play with independently, which promote learning across all areas. Children use their small muscles and mathematical skills as they count, compare and move beads on the abacus. They use their imaginative skills in the role-play kitchen and relish the childminder's involvement as she asks for another 'cup of tea'.

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

- The childminder knows the children very well. She uses her observations of them during both independent and adult-led play to give her a full and well-rounded view of what they know and can do. She uses this information to plan for their next steps, integrating opportunities for learning into children's own play ideas and interests. As a result, children make good progress.
- The childminder's intentions for children's learning are well incorporated into both planned and spontaneous play, as well as through the childminder's interactions. For example, the well-delivered curriculum for personal, social and emotional development results in children who are kind and considerate, play cooperatively and have confidence in their own abilities. These skills provide a secure foundation from which children can achieve at school and in later life.
- The childminder is highly skilled at promoting children's communication and language skills. Her curriculum includes well-considered interactions, frequent use of books, songs and rhymes, and creative continuous provision that equally promotes language and vocabulary. Children demonstrate excellent understanding of language structures, as they form long sentences and pose questions to the childminder and each other.
- The childminder is open to making improvements to her practice. However, she

is not proactive in critically evaluating her provision in order to identify where improvements can be made. This means actions to address the recommendations raised at the previous inspection have been slow to make a difference in children's learning.

- The childminder has a wealth of experience and a secure foundation in early years. She keeps up to date with required training. However, she is less effective in engaging in a programme of professional development that helps to strengthen her teaching and curriculum planning.
- The childminder is calm and patient during her interactions with children, which impacts on their own approach to tasks and challenges. They persevere well when trying to fit puzzle pieces into the holes. The childminder offers lots of encouragement and only intervenes when it is necessary. Children develop a 'can-do' attitude and are motivated to succeed.
- Children learn about safe behaviours and important safety rules. For example, during outings on local walks, children learn they must hold on to the pram and how to follow the green cross code. These opportunities help children learn how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

Children's good health, well-being and emotional needs are promoted very well. The childminder follows children's dietary requirements and keeps her first-aid training up to date, further promoting children's health and safety. The childminder is alert to signs a child might be at risk of harm or abuse and is aware of the action to take in reporting her concerns. The childminder ensures that children are kept safe during hot weather through use of appropriate clothing and clear messages to children about the importance of staying hydrated.

What does the setting need to do to improve?

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

- strengthen self-evaluation to identify precise and targeted priorities to improve that help drive development further
- improve professional development that helps to raise the quality of the curriculum planning and implementation.

Setting details

Unique reference number	EY358842
Local authority	Cumberland
Inspection number	10308224
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Aspatria, Cumbria. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

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 spoke to the inspector about children's learning and development and how she plans for their progress.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector via written feedback.
- The childminder provided the inspector with a sample of key documentation.

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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