

Childminder report

Inspection date: 16 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 provides a calm yet purposeful environment where children thrive. She is highly attentive to children's needs and ensures their thoughts, feelings and contributions are highly valued. As a result, children are rapidly growing in confidence and are extremely self-assured in their own abilities. The childminder shows high expectations of children's behaviour through consistently applied messages. These have a very positive impact as children learn to manage their own feelings and behaviour spectacularly well, particularly those children who are extremely keen to join in and have a turn.

Children rapidly learn new words owing to the childminder's strong curriculum for communication and language. They confidently use newly learned words as they recall learning experiences. They delight in telling the childminder they have found a sycamore seed on the Autumn table. They recall finding lots of items on their recent visit to the woods that they find on the table, such as pinecones, moss and conkers. The childminder uses this interest to promote learning across other areas. She provides an array of Autumn-related books, which children keenly explore independently and with the childminder. They demonstrate excellent listening skills and enjoy talking about the storyline and characters.

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

- The childminder provides a broad and exciting curriculum for children that promotes their awe and wonder of the world. They are fascinated by the apple peeler machine and shout, 'It's coming off!' as they turn the handle and watch in amazement as the peel unravels. These experiences help children to become deeply engaged and become motivated and keen learners.
- Overall, the childminder plans well for children's learning. She understands how to promote progress and supports children's development. However, learning intentions during adult-led activities are not always highly focussed on what children need to learn. As a result, children are not always exposed to learning that is well matched to their needs.
- The childminder supports children's positive behaviour very well. She offers explanations for instructions and rules and encourages discussions around feelings and emotions. Children respond extremely well. They learn to politely ask their friends if they can have a turn with resources and then say to the childminder, 'Look, we're sharing.' Children begin to show they understand how their actions impact on others.
- The childminder promotes children's independence through her high expectations of what children can achieve. Children carry out an array of tasks by themselves, such as going to find tissues to blow their own noses and putting items away after snack time. Children develop excellent skills in readiness for

school.

- The childminder is kind and caring and establishes secure and trusting relationships with the children she cares for. This provides a superb foundation from which children develop their self-confidence and assurance. They regularly invite her to play and enjoy sharing their discoveries with her during their explorations.
- Children show genuine care for living things owing to the childminder's good role modelling. For example, children are extremely gentle with the childminder's cat as they softly stroke him. Outside, they show concern for a wasp who has a broken wing. Children learn to be respectful and considerate of others.
- Support in place for children with special educational needs and/or disabilities is strong. The childminder works closely with parents to ensure that children's needs are well known and met. She ensures that all children access and benefit from the learning opportunities equally.
- The childminder is focused on improving her knowledge and skills. She is proactive in accessing training and new learning in a variety of ways. This has had a positive impact on how the childminder provides more time for children to learn at their own pace. As a result, children are keen explorers who confidently lead their own play.

Safeguarding

The arrangements for safeguarding are effective.

Children learn excellent risk assessment skills, in order to keep themselves safe. For example, children understand they must always ask permission from the owners of dogs they see on outings before petting them. Children also learn the difference between being friendly and saying 'hello' to strangers and those who are trusted and known adults. The childminder has a good knowledge and understanding of child protection. She keeps her knowledge up to date through training and regular updates from her local authority and other available information. She is confident in identifying and managing any concerns around a child's welfare.

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, particularly when planning adult-led activities.

Setting details

Unique reference number	EY390960
Local authority	Cumberland
Inspection number	10288848
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	0 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	2 November 2017

Information about this early years setting

The childminder registered in 2009 and lives in Whitehaven, Cumbria. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection and talked about their play and learning.
- 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 the inspector used a joint observation to discuss how the curriculum has been implemented and the impact that this has had 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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