

Childminder report

Inspection date: 5 July 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

Children are happy and at ease in the childminder's home-from-home setting. They demonstrate that they feel safe and secure. Children settle quickly and form strong attachments with the childminder and their peers. The childminder is a positive role model and has high expectations for children's behaviour. Children are polite, kind and well mannered; they play cooperatively together and are ready and eager to learn.

The curriculum successfully focuses on developing children's speech and language, independence and self-confidence. For example, the childminder encourages children to extend their vocabulary as she introduces new words, such as 'kennel' and 'stable', as they enjoy matching animals to their homes. Younger children name the animals they see. They are supported to pronounce words correctly. Children listen carefully to stories they have chosen. The childminder uses props to bring stories to life and excite children. For example, children concentrate carefully and become immersed in the story 'The Little Red Hen'. Children are enthusiastic and motivated learners who make very good progress.

Children benefit from the positive partnerships established between parents and the childminder. Parents speak highly of the childminder and the effective communication that is in place, including how to support learning at home so that children continue to make the progress they are capable of.

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

- The childminder encourages children to think and problem-solve for themselves through carefully targeted questions and praise. For example, children choose what clothing they will need as they prepare for outside play. They show determination as they persevere in mastering 'tricky' fastenings on their coats and shoes. Children show kindness as they keenly help their younger friends. Children are learning the key skills they need in preparation for school.
- The childminder provides a broad range of carefully sequenced experiences that helps build up children's knowledge securely. For instance, children learn about others and feel part of the wider community. They attend weekly playgroups and attend story time at the local book shop. This helps children to develop their social confidence through their first-hand experiences and prepares them well for life in modern Britain.
- Overall, the childminder plans for children's next steps in learning effectively. She knows children well. However, occasionally, younger children do not get the focused support they require to build on what they already know and can do. For example, they quickly lose concentration during group activities and during imaginative play without the childminder's support to engage them further. As a

result, younger children's learning is not always fully extended to help them make the best possible progress.

- Children learn about making healthy food choices. They independently cut up their own watermelon for snack and talk about toothbrushing. Children have plenty of opportunity to be active and enjoy playing outside in the secure garden. They learn to master the climbing frame and are supported to assess their own risks in order to keep themselves safe. This helps children to build on their understanding of the importance of healthy lifestyles.
- The childminder has high expectations of all children. Children have good self-esteem and show pride in their growing independence. For example, older children confidently initiate their own toileting routines with minimal support. Younger children ask to have their nappies changed. Subsequently, children are developing the knowledge and skills they require for their next stage of learning and eventual transition to school.
- The childminder evaluates her own provision and practice well. She undertakes training that is sharply focused on improving outcomes for children. For example, training in the use of sign language is effectively used in support of children who require extra help to develop their speech and language. This has improved children's communication skills and they are learning to regulate their emotions with growing success.
- The childminder works collaboratively with parents and any other agencies involved in children's care. As a result, children, including those with special educational needs and or/disabilities, receive the support they need to make good progress. That said, the childminder does not proactively share information with schools prior to children starting. This means that staff in school do not have the information they need to plan precisely for children from the start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder priorities children's safety. For example, she undertakes risk assessments to ensure the environment is safe and secure and children are not exposed to any potential risk. She takes a proactive role in keeping herself up to date with a wide range of safeguarding protocols through regular training. The childminder is alert to the possible signs of abuse and neglect. She understands the action to take if she becomes concerned about a child's welfare. The childminder supervises children effectively and demonstrates she is aware of notifying Ofsted and other agencies of significant events that might affect her suitability.

What does the setting need to do to improve?

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

- focus teaching more precisely on younger children's next steps, particularly

during group play and activities

- strengthen partnership working and information-sharing about children's learning and development so that children continue to make the best progress possible as they start school.

Setting details

Unique reference number	EY468134
Local authority	Cumberland
Inspection number	10280185
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 August 2017

Information about this early years setting

The childminder registered in 2013 and lives in Cockermouth, Cumbria. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen James

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector had ongoing discussions throughout the inspection.
- The inspector looked at relevant documentation, including evidence of safeguarding training, suitability and professional development.
- The childminder shared information about the intent for the early years curriculum and discussed the organisation of the provision.
- The inspector observed the resources available for children and had a tour of the setting.
- The inspector observed the childminder and her interactions with children during care and play activities. The inspector assessed the impact these have on children's well-being and development.
- Parents shared their written views with the inspector. The inspector took account of their comments.

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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