

Childminder report

Inspection date: 13 December 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this nurturing home-from-home setting. The childminder prioritises children's attachment needs, especially after periods of isolation due to the COVID-19 pandemic. For example, she adapts settling-in sessions, building time away from parents gradually. This allows children to form strong bonds and feel secure. Children are active explorers, using the resources on offer to test out their ideas. For example, they use parts of a display to enclose objects. The childminder helps them to talk about what they are doing. She provides extra resources, such as large bricks, to help children develop the concept further. Children feel confident, asking for what they would like to use. They begin to build their focus and attention.

The childminder has high expectations for children's behaviour. Parents say they love the way she models kindness, empathy and respect. Children listen to the childminder and enjoy being helpful. The childminder helps them think about how they could take turns by using a sand timer. Children form strong relationships with their peers and learn how to work collaboratively. Children enjoy the school run and trips to the park. As they grow, they learn to scoot, balance and pedal. They strengthen their large muscles as they walk along textured paths and slopes.

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

- The dedicated childminder selects training courses to deepen her understanding of how children learn. She reflects on her learning to enhance what she offers. For example, she thinks of including stop-and-go games to help children develop their emotional regulation. Children make good progress from their starting points.
- The curriculum for creative development is particularly strong. The childminder supports children in their creative process. For example, she offers them a range of materials and asks them to think if they are happy with the result or want to add more. Children are highly engaged and are proud of their work.
- Children learn to make links between their actions and how others feel. The childminder has gentle discussions with children if they forget to be gentle or if they shout. She is a positive role model as she suggests different ways to say sorry. Children listen well and begin to show empathy.
- Children learn about diversity when they visit the market. The childminder encourages them to talk to traders and help to pay with a bank card. She discusses the sights and smells with children as they sample foods from a variety of cultures. This helps to prepare children for life in modern Britain.
- The childminder teaches children about staying healthy. For example, she uses songs that involve sneezing, such as 'When Santa Got Stuck Up the Chimney'. Children sing along and cover their noses with their elbow when they sneeze.

This helps children to learn good hygiene practices.

- The childminder harnesses children's curiosity and interest to build their vocabulary. She names objects, such as 'seed pods', accurately. When children role play as doctors, she asks if they have checked the 'oxygen'. Children show good understanding and speak in full sentences. However, the childminder does not routinely correct children's grammar, for example when they say 'me' instead of 'I'. This does not help them to learn the correct sentence structure when speaking.
- Partnership with parents is strong. Parents say the childminder encourages them to let her know about children's current or new interests. They appreciate that this helps the childminder to tailor activities to their child. The childminder completes developmental reviews to share children's progress with their parents. As a result, children continue to build on what they already know and can do.
- The childminder uses the local area to teach children about different environments. She packs picnics and travels to different landscapes. The childminder skilfully brings children's attention to what they can see, helping them to compare fields, mountains and lakes. Children learn adjectives as they describe similarities and differences.
- The childminder supports children's mathematical development in various activities. When children look at Christmas cards, she helps them find the right size and shape of envelope. At snack time, the childminder challenges them to find out how many plates they need. This helps children use their skills to solve problems.

Safeguarding

The arrangements for safeguarding are effective.

Parents appreciate how the childminder prioritises safety. She teaches children how to cross the road, walk on footpaths and use scissors carefully. The childminder keeps her home clean and involves children in maintaining hygiene. For example, they help to wipe the table before lunch. The childminder has good safeguarding knowledge. She knows the signs and symptoms of abuse and knows who to contact for advice and support. She keeps her mandatory training up to date, including paediatric first aid. The childminder completes additional courses to refresh her knowledge about topics such as female genital mutilation or the risks of radicalisation.

What does the setting need to do to improve?

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

- consistently model correct grammatical structures to help children form sentences accurately when speaking.

Setting details

Unique reference number	EY480960
Local authority	Cumbria
Inspection number	10236455
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2014 and lives in Keswick, Cumbria. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Millward Sampson

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 provider and has taken that into account in their evaluation of the provider.
- A sample of relevant documents was viewed during the inspection.
- Parents shared their views in writing with the inspector.
- The childminder showed the inspector the areas she uses for childminding. She explained what she wants children to be able to know and do before they move on to school.
- The inspector and the childminder completed a joint observation of an activity together.
- The inspector spoke to the children and observed the interactions they had with the childminder.
- The childminder talked to the inspector about leadership and management.

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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