

# Childminder Report

**Inspection date**

14 September 2017

Previous inspection date

7 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's emotional well-being is at the very heart of the childminder's practice. She provides a home-from-home environment and is greatly nurturing in her approach. As a result, children are confident, demonstrate they feel safe and secure and enjoy positive attachments with the childminder.
- The learning environment, particularly outdoors, provides a wealth of opportunity across all areas of learning. Children delight in exploring the woodland area and mud kitchen set among the conifer trees and make excellent use of the dedicated outdoor undercover play area. Children make good progress in their learning.
- The childminder makes accurate assessments of children's learning which she uses to inform her planning and interactions with children. The childminder monitors children's progress and is able to swiftly identify where children may need additional support.
- The childminder provides good support for the assistants working with her, including regular feedback on practice and formal supervision sessions.

### It is not yet outstanding because:

- Although the childminder monitors and evaluates her practice, she has not yet established a highly focused programme of professional development to drive forward the quality of teaching to an even higher level.
- Overall, children's behaviour is good. However, the childminder does not always provide effective support for children who are less able to adapt their behaviour to different situations in order to keep them well engaged.

## What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development and drive the quality of teaching to the highest level
- strengthen teaching and support children to better adapt their behaviour to different social situations and changes in routine, improving children's overall engagement.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector held discussions with the childminder about the impact of the childminder's teaching.
- The inspector viewed children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents from written comments and letters of recommendation.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a clear knowledge and understanding of how to identify and report any safeguarding concerns. She has attended training and gathered information on a range of child protection topics, further supporting her in her role. The childminder shares information with parents, such as children's development information, and encourages parents to share information about their children's interests and learning at home. The childminder is proactive in seeking out partnerships with other early years providers the children attend. Most recently the childminder has implemented a communication folder, with an initial report on children's current development, aimed at creating a collaborative approach to children's learning. The childminder effectively uses her wealth of experience to reflect upon what she does well and where she needs to focus improvement.

### Quality of teaching, learning and assessment is good

The childminder uses her skills well to plan in the moment for children's learning. She effectively seizes opportunities for learning and draws upon children's prior learning to fully embed their new skills and knowledge. For example, children find a photograph of a caterpillar. As they discuss the lifecycle of a caterpillar, the childminder introduces relevant vocabulary and asks well-posed and open-ended questions to encourage children to think and communicate their ideas. To support the younger children, the childminder finds some butterflies they have previously decorated, helping children to make links in their learning. The childminder's effective teaching and her ability to use children's own ideas to support their learning greatly impact on children's development.

### Personal development, behaviour and welfare are good

The childminder is highly responsive to children's needs and greatly supports their health, welfare and physical well-being. Children are given an abundance of praise and encouragement for their efforts and achievements, greatly promoting their self-esteem. The childminder promotes children's good health. They benefit from fresh air and daily exercise and enjoy participating in activities linked to health-related initiatives. For example, children explore the ways their bodies move during exercise sessions. Outside children demonstrate excellent risk assessment skills. They navigate across the low-level wall and decide on the safest place to jump off. Children enjoy learning about the lives of others and have visited the homes of some of the children to explore the differences in where they live.

### Outcomes for children are good

Children are keen and motivated learners and display a strong exploratory impulse. They play well independently and also enjoy interaction with the childminder and their peers. They become confident communicators from a young age, developing a good vocabulary. All children enjoy a wide variety of activities that supports them in developing skills for future learning and in readiness for the move to school.

## Setting details

<b>Unique reference number</b>	317171
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1107536
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	18
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 November 2016
<b>Telephone number</b>	

The childminder registered in 1996. She occasionally works with two assistants. The setting is open from 7am to 6pm, Monday to Friday, all year round.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

