

Childminder report

Inspection date: 18 October 2019

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this incredibly dedicated childminder, who is passionate about her role. She has a highly nurturing and affectionate approach. This is complemented by the equally warm and engaging assistant. Together, they provide extremely firm foundations for children's confidence and physical and emotional well-being. Children are extremely thoughtful and considerate of one another and show remarkable levels of self-assurance. They determinedly and eagerly take part in all activities and become entirely absorbed in their learning. For example, children spend a significant amount of time at the water tray where they experiment with floating and sinking. Children confidently predict the outcome, using excellent critical thinking skills. They then go on to test their ideas, reflecting on their previous predictions. The childminder continuously goes above and beyond the requirements of her role. She provides endless support for the children and families that attend. This includes emotional support during times of need. She works tirelessly to provide an inclusive service for all children attending, including children with special educational needs and/or disabilities (SEND). Their needs are comprehensively understood and met. For example, the childminder is extremely proactive in seeking information from involved professionals. She seamlessly threads all information into individual plans and then meticulously monitors children's progress.

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

- The childminder has an expert understanding of how children learn. She shows clear intent in all her activities and interactions, precisely linked to the skills children need to learn next. The childminder understands the importance of laying firm foundations for learning outcomes. She nurtures children's development through securing and embedding skills and building on children's cumulative knowledge.
- The childminder is highly skilled in seizing every opportunity for learning using children's own ideas during play. For example, following one child showing the others a temporary shark tattoo on his leg, the childminder asks the children if they know a story about sharks. This leads to a wonderful story time where the children become entirely immersed in the experience as a result of the childminder's animated reading and excellent use of resources. Children demonstrate superb listening skills and go on to act out parts of the story, using their telescopes to find the shark.
- The childminder and her assistant demonstrate the highest expectations of children, given their different ages and stages of development. Children's independence is promoted at every opportunity as they manage an array of tasks themselves. For example, children confidently manage all parts of the snack routine. They independently count how many children are present to

determine the number of plates needed for the table. Children pour their own drinks, butter their own bagels and take charge of clearing away.

- Partnerships with parents are extremely strong. Parents give exceedingly positive feedback on the childminder and her assistant, and on the outstanding value they place on the contribution to their children's learning. For example, parents share that they are 'blown away by the utter dedication towards the children'. Parents unanimously praise the childminder for the excellent communication in place and how involved they feel.
- The childminder is committed to ensuring both herself and her assistant are equipped with the knowledge and skills to best support children in their learning. Training is carefully targeted to make the biggest impact on children's development and to help the childminder and her assistant to better understand how to meet children's needs. The childminder monitors the performance of her assistant very closely, providing feedback and support where necessary and identifying training needs to enhance teaching.
- Children have unique opportunities to learn about the world in which they live. For example, the childminder explores many environmental and social issues with the children. They learn about sustainability as they participate in recycling within the childminder's home. They also learn about those less fortunate than themselves as they contribute to charity events.
- The childminder leads and manages her provision exceptionally well. She understands her responsibility to notify Ofsted of any changes to her health or suitability, including household members.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge and understanding of her role in protecting children and the signs that may indicate a child is at risk of harm. The policies and procedures in place are extremely detailed and clearly demonstrate the processes the childminder and her assistant would follow in response to any concerns. The childminder is committed to ensuring she and her assistant remain updated and aware of any changes to legislation. They regularly attend training and are proactive in seeking out legislation and guidance to support them in their role. The childminder also has a wealth of experience in working with safeguarding professionals.

Setting details

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| Unique reference number | 317096 |
| Local authority | Cumbria |
| Inspection number | 10109635 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 10 |
| Total number of places | 9 |
| Number of children on roll | 9 |
| Date of previous inspection | 27 June 2013 |

Information about this early years setting

The childminder registered in 1988 and lives in Carlisle, Cumbria. She operates Monday to Friday, 7am to 6pm, 47 weeks of the year. The childminder provides funded early education for two-, three- and four-year-old children and supports children with SEND. The childminder works with an assistant and holds a qualification at level 4.

Information about this inspection

Inspector

Katie Sparrow

Inspection activities

- The childminder showed the inspector around her home and discussed the activities she provides to support children's learning.
- The inspector observed the childminder's and assistant's interactions with children and assessed their impact on children's care, learning and development.
- Discussions following a joint observation were held and the inspector took account of the childminder's evaluations.
- Parents' views were taken into consideration through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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