

# Childminder report

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Inspection date: 9 November 2021

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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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 outstanding**

Children are extremely settled, happy and highly independent. They display lots of confidence in a safe and secure environment. Children's behaviour is exemplary. They are exceptionally kind and polite towards their peers. Children develop very close bonds with the childminder and make particularly strong friendships with the other children that attend. They play together, share and take turns collaboratively and harmoniously.

Children benefit from the childminder's enthusiastic approach to providing thought-provoking indoor and outdoor learning experiences. They make use of the well-planned playroom space and the opportunity to closely investigate the natural world around them. The childminder has an extremely high expectation of children's learning and she knows them incredibly well. Children make informed choices and decisions in all that they do. They express their views, thoughts, and ideas clearly and with confidence. For example, outside, children competently use serrated scissors to cut up slices of orange and lemon. They place these in water filled metal bowls and add rosemary to the mixture. Children explain how they are making potions and the childminder supports their speech and language by introducing new vocabulary, such as 'experiment', which children repeat in their conversations.

Children listen attentively while the childminder reads from well-known books. She uses stories exceptionally well to help build on what children know and what they are currently learning. Children confidently give their views about the characters in the books. Through their conversations, children demonstrate an amazingly clear understanding of stories. Children thrive on meaningful praise that helps build on their self-esteem.

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

- The childminder plans effective activities that support children's learning to the highest level. She expertly models language and asks thought-provoking and challenging questions. This supports children's thinking, speech and language. The childminder is careful not to over direct during children's play. She sensitively involves herself and guides children to explore and investigate with increasing levels of independence. Children are provided with an abundance of exciting opportunities. The childminder skilfully weaves in many areas of learning, including mathematics. This effectively supports children's excellent progress and development. Children remain highly motivated and enthusiastically involved in their chosen activities.
- Parents are highly complimentary about the childminder and the support their children receive. The childminder keeps them extremely well informed about the

specific next steps that children are focusing on. Throughout the COVID-19 pandemic, the childminder regularly kept in touch with families. She held story time video calls and provided parents with resource packs to help support children's learning at home. Parents particularly appreciate the numerous first-hand experiences that the childminder provides in the local community.

- The childminder encourages children to be highly independent. She offers ideas, techniques and appropriately praises children for doing things for themselves. This very effectively builds on children's confidence and willingness to have a go. For example, children persevere while chopping up bananas and peeling oranges for their snack. They meticulously remove their plates and cups from the table when they have finished eating. Children collaboratively put resources away. They put on and take off their all-weather clothing and wellingtons after being outside with high levels of independence. Children are developing the key skills that give them a good start for their future move on to school.
- Children's health is supported extremely well. They competently wash and dry their hands and independently use tissues to blow their nose. Children are presented with a variety of nutritious foods. They learn about the importance of a healthy diet through discussions at mealtimes. Children learn about good oral hygiene and how to take care of their teeth. They have access to their own toothbrushing pack, and enjoy activities, such as using a silicone model set of teeth to help develop their toothbrushing skills.
- Children have superb opportunities to learn about nature and to help develop their physical skills. They are physically active and experience a healthy lifestyle. Children enjoy countryside walks, and they are introduced to 'wild swimming', in the safe hands of the qualified childminder. Children experience various outings to local historic venues, where they see the wildlife, such as squirrels in the trees, and pursue their physical feats in adventure play areas. Opportunities to engage with people in their local community are also high on the agenda. Children's visit local shops to sample Polish foods, they sing nursery rhymes with people with dementia, and attend a multicultural playgroup. These experiences foster their understanding of our culturally, socially, and ecologically diverse world.
- The childminder is inspirational and her dedication to the children and families shines through. She reflects on her practice constantly to drive improvements in the service she provides. The childminder sets herself highly challenging targets to enhance her performance. She is proactive in ensuring that she attends beneficial training to build on her already impressive skills and knowledge. She has designed a highly effective curriculum to ensure all children are ready for the next stage of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her role and responsibility in protecting children from harm. She regularly attends safeguarding training that provides her with a very secure knowledge of the signs and symptoms of abuse

and neglect. She has comprehensive policies and procedures that she meticulously updates in line with any changes within the local authority and statutory legislation. She confidently describes the procedures to follow should she have concerns about other adults or the welfare of a child. The childminder has a broad understanding of safeguarding concerns, including those associated with radicalisation and extremism. Detailed risk assessments are in place relating to the uses of resources. The childminder helps children to understand important safety procedures to keep themselves safe when on outings.

## Setting details

<b>Unique reference number</b>	EY402724
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10207297
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Penrith, Cumbria. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. The childminder provides free funded early years education for two- three- and four-year-old children.

## Information about this inspection

### Inspector

Carys Millican

### Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The childminder and the inspector carried out a learning walk of the areas used by the children and discussed how the curriculum is delivered.
- The inspector observed interactions between the childminder and the children and reviewed the impact this has on children's development.
- The childminder discussed children's progress and next steps with the inspector.
- The inspector viewed the required documentation and read feedback from parents.

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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