

Childminder report

Inspection date:

6 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants demonstrate a genuine enjoyment of their work and place children's interests and love for learning at the heart of every decision they make. They prioritise children's emotional development and well-being and sensitively help them to feel safe and secure throughout their time in this nurturing environment. Children form close attachments to those who care for them. They know the children well. Children are emotionally ready to learn and have a go at new experiences. The childminder has developed an ambitious, meaningful and progressive curriculum that provides an exciting range of learning experiences that motivate children.

Children are provided with plenty of time to practise and test out what they already know and can do. For example, younger children are learning to put on their own shoes and older children practise tying their own shoe laces. Babies joyfully crawl across grass and feel the texture beneath their hands. They explore pine cones and the twigs provided and examine them closely as they learn about their natural world. Children have delightful attitudes to learning.

The kind and caring team are positive role models and have high expectations for children's behaviour. Children play cooperatively together and forge close friendships, which are based on kindness and respect. They are polite and well mannered.

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

- The childminder leads her team well. She implements effective coaching and support to enable staff to provide good quality teaching and learning opportunities for children.
- Children invite adults into their play as they use imagination to mix potions, stirring and pouring from one bowl to another. They 'cook' all their discoveries together to make 'spicy soup'. The team are knowledgeable about children's development. However, staff are not always clear about how to carefully target learning intentions within children's self-chosen play. Therefore, at times, children's learning is not fully enhanced.
- Children confidently develop their creativity and mark-making skills. For example, children observe a spider they have found. Staff invite them to create observational drawings. Children engage excitedly as they reflect on what they already know and can remember about these curious creatures and add detail to their designs.
- Children enjoy freshly prepared nutritious meals which include fresh vegetables. They share their growing understanding about where food comes from and how they can make healthy choices and look after their teeth.

- Children enjoy trips within their local community and finding out about other people and places. Children learn how to value and respect the differences and similarities between themselves and others. For example, children talk positively about the Paralympics and share their knowledge of how people can play basketball in wheelchairs.
- Staff and children sing songs and read books together. Staff read fast and slowly, varying their voices to hook children into the exciting stories they read. They pronounce words clearly for children to hear and introduce new words, explaining what they mean as they help them develop their vocabulary and understanding. However, on occasions, during group time, children are not given enough time to settle. The environments hold many distractions. Consequently, children are not consistently prepared to listen carefully, maintain eye contact and give their whole attention to what they need to do and what is being said by others.
- Children are sensitively encouraged to persist at activities. For example, they learn to swing and jump off a rope swing safely and giggle with excitement as they learn to hula hoop. Children keep on trying and develop a can-do attitude when activities present challenge to them.
- Children make excellent progress as a result of effective parent partnerships. Parents speak passionately about how happy they are with the learning opportunities and care their children receive. The childminder finds out about children's routines, interests and abilities prior to them starting and builds on this further through ongoing observation and assessments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has embedded a culture of effective safeguarding. The team keep up to date with changes in child protection legislation by completing mandatory training. They have a good understanding of the signs that may indicate concern about children's welfare, including abuse and extremism. The childminder can clearly explain their role and responsibility for keeping children safe from abuse or neglect. This includes the procedure to follow to report any concerns about children's welfare.

What does the setting need to do to improve?

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

- support staff to enhance learning and development to the highest level during children's self-chosen play
- strengthen the organisation of activities, particularly during group time, to enable children to focus, listen carefully and be ready to learn without distractions.

Setting details

Unique reference number	EY397787
Local authority	Cumbria
Inspection number	10235341
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 8
Total number of places	12
Number of children on roll	16
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder was registered in 2009 and lives in Broughton Moor, near Maryport, Cumbria. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays, two weeks in summer and the Christmas period. The childminder works with 3 assistants to support her in her role. The childminder is in receipt of funding for the provision of free 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 that the childminder 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 inspector held a meeting. The inspector looked at relevant documentation, including evidence of safeguarding and policies and professional development.
- The childminder shared information about the intent for the early years curriculum and discussed organisation.
- The inspector observed the resources available for children and had a tour of the premises.
- The inspector observed the childminder and her assistant interacting with children during care and play activities. The inspector assessed the impact these have on children's well-being and development.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- Parents shared their written views with the inspector and the inspector spoke to some parents face to face. 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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