

Childminder report

Inspection date: 3 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe and well cared for with the friendly childminder. Parents say their children are happy to see her and enjoy the range of activities on offer. Children calmly decide what they would like to do. For example, they start the music player and begin to dance. The childminder is very responsive to what children say and do. She joins in their play and asks questions to further their learning. For example, when children choose to build a house with blocks, she helps them compare sizes and think about building an extension. As a result, children focus for extended periods.

Children have regular trips to the park and soft-play centre. They strengthen their muscles as they climb and balance. Other trips reflect their interests, such as visiting the ice-cream farm. After periods of isolation due to the COVID-19 pandemic, the childminder focused on increasing children's social confidence. When visiting shops, children talk to the cashier and help to pay for shopping.

The childminder has high expectations for children's behaviour. She is a positive role model who helps them negotiate and take turns. Children say 'sharing is caring' and readily use good manners. Children enjoy the praise they receive for positive behaviour and achievements. When they find some tasks difficult, the warm encouragement and guidance from the childminder helps them to keep trying.

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

- The childminder monitors children's development carefully. She uses her observations to consider what children need to know and be able to do next. For example, when children play alongside their peers at playgroup, she plans to help them play together. The childminder skilfully moves next to children to guide and teach them through her interactions. As a result, children make good progress from their individual starting points.
- The childminder attends training courses that help her understand how young children learn. She reflects on how to organise her environment to promote learning. For example, she sets up a play dough table with minibeasts and leaves. This helps her talk to the children about the natural world as they play.
- The childminder teaches children about their similarities and differences. Children look in a mirror and at their photographs to identify their own features. They draw pictures of themselves and others. This helps them develop a strong sense of self.
- Partnership with parents is strong. Parents say they receive detailed feedback about their children's learning. They feel able to talk to the childminder about their children's progress. The childminder works with parents to provide ideas

and home-learning activities. These help children practise and master skills.

- The childminder helps children link actions to feelings. For example, when a child wants to look at a book alone, she explains that they might feel cross if someone else turns the pages. As a result, children become more aware of their feelings and the impact of their actions on others.
- The childminder reads stories with enthusiasm. She uses books to help children compare sizes and count objects. She talks to them about what they can see. However, she sometimes asks questions without giving children time to respond before she answers. This does not help children to develop their thinking skills.
- Children have excellent independence skills. They learn from a young age to blow their own noses and put on their shoes. Children progress to putting on their own coats and managing their toileting. This helps build positive self-esteem.
- Children enjoy taking a bag home, containing a book and soft toy. Parents help them draw pictures or add photos of what they do at home. When the bag comes back, the childminder looks at it with all the children. She asks them to talk about what they have done. Children proudly recall past events as they develop their communication skills.
- Children identify a range of songs from pictures on wooden spoons. They bring them to the childminder throughout the day. The childminder sings and children begin to join in with the words and actions. This helps to build children's vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She can identify the signs and symptoms that might indicate a child is at risk. The childminder knows who to contact if she has concerns for children's welfare. The childminder has completed a range of safeguarding courses to keep her knowledge fresh. She ensures that her paediatric first aid is up to date. The childminder has an immaculate home and encourages children to maintain good hygiene. For example, they wipe the table and wash their hands before eating. This helps to prevent germs from spreading.

What does the setting need to do to improve?

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

- allow children time to think and respond to questions, to support their thinking skills, communication and language.

Setting details

Unique reference number	EY453438
Local authority	Cumbria
Inspection number	10235962
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder was registered in 2012 and lives in Penrith, Cumbria. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education 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 childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the areas used for minding and explained her curriculum.
- Parents shared their views with the inspector.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was viewed by the inspector, including evidence of training, policies and the record of complaints and incidents.
- The quality of teaching during activities was assessed, to consider the impact this has on children's learning.
- A joint observation of an activity was carried out by the inspector and the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022