

# Childminder report

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Inspection date: 11 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</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 good

Children feel safe, secure and happy in the childminder's welcoming home. They have formed positive relationships with the childminder, who knows them well. When children first start, the childminder gathers information from parents about their care needs. This helps her to follow children's routines from home. Children snuggle in for cuddles with the childminder and settle quickly when parents leave. Parents are confident to leave their children.

Children behave well and play contentedly alongside each other. They understand expectations for behaviour. They listen attentively to the childminder and willingly help with tasks, such as washing dishes or cleaning the table before snack time. The childminder nurtures children's love of literacy and books. Children spend lots of time exploring story sacks with the childminder. They yelp and giggle excitedly as the childminder uses the visual props to bring the story to life. Children develop their vocabulary as they join in with familiar words and phrases.

The childminder has a wealth of knowledge that she uses to support children's learning and development. She is passionate about providing opportunities for children to be physical and active. Children spend a great deal of time outside and at the local park. They develop a love of nature as they explore plants and flowers, insects, leaves and sticks. Children are confident to explore and make choices about what they want to play with or do.

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

- The childminder has built strong relationships with families. Communication is fluent regarding children's interests, learning and care needs. The childminder is patient and caring and knows the children well. Parents say they are happy and confident that their children are well cared for. Children feel safe and secure and quickly settle when parents leave.
- The childminder uses her wealth of knowledge to understand what children need to learn. She attends mandatory training as required. However, she does not regularly reflect on her practice and identify areas for professional development. She does not access training to enhance care and teaching practices even further to benefit children.
- The childminder is passionate about developing children's language skills. She is aware of children's emerging needs and adapts her practice to support these. She reads and sings with children and comments on what they are doing. She asks appropriate questions and models single words when naming objects. Children visit the library and have access to a range of books. They watch in awe as the childminder reads and sings. Children use familiar words and listen attentively to new words.

- The childminder has a consistent approach to managing behaviour. She is patient and role models how to be kind and respectful. Children use please and thank you. The childminder is swift in supporting unwanted behaviour. Children listen and respond well to the childminder's requests. She offers praise and encouragement during activities, so children are resilient and confident.
- Children develop early mathematics skills well. The childminder introduces counting rhymes or games as part of everyday activities. For example, children eagerly count how many ducks when singing 'Five Little Ducks'. Children show confidence and excitement when counting.
- The childminder recognises the need for children to be creative, curious and independent explorers. For example, children investigate how to use sticks outdoors to dig up stones. They run, jump and stomp through leaves to make different sounds and shapes. However, she does not always plan activities to enable this indoors. Occasionally, during creative activities, the childminder is over-directive and can focus too intently on the end product. As a result, not all children engage fully in the learning intentions of the session.
- The childminder is passionate about the benefits of outdoor play for children. She takes them on daily trips to the park and local town so they learn about the world they live in. They explore the colours of leaves as the seasons change, the sounds of birds and where they live. They plant flowers and dance in the garden with wings like butterflies. Children laugh and giggle as they enthusiastically master the climbing frame in the garden. Children develop their physical skills well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to keep children safe and attends regular safeguarding training. The childminder has good knowledge of how to recognise the signs of abuse and neglect and the procedures to follow in the event of a child protection concern. All areas of the premises are safe and secure. The childminder follows good hygiene routines to prevent the spread of infection. She checks her home each day to remove or minimise any potential hazards and carries out robust risk assessments prior to outings so children remain safe at all times.

## What does the setting need to do to improve?

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

- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning further
- support children to develop their own ideas, particularly during creative activities.

## Setting details

<b>Unique reference number</b>	316905
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10234518
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The childminder registered in 1989 and lives in Brampton, Cumbria. The childminder works on her own in her own home. She also works alongside another registered childminder or jointly with an assistant in the co-childminder's home. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Mitchell

### 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 provider and has taken that into account in her evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- A planned activity was jointly evaluated by the inspector and the childminder.
- Children communicated with the inspector during the inspection.
- A sample of documents was viewed by the inspector. These included a record of training for the childminder and some of the policies and procedures.
- Parents and carers shared their views of the setting with the inspector.

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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