

Childminder report

Inspection date:

24 November 2022

Overall effectiveness

Outstanding

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

The childminder and her team of assistants have children's best interests at heart. The continued contact during any necessary closure periods has helped to preserve the heart-warming bonds between the childminder, the assistants and children. Children are extremely happy, settled and safe in the childminder's care. They display impeccable behaviour. For instance, at snack time, children of all ages show great appreciation for what they are about to receive when singing the 'please and thank you' song. Children willingly take part in fun and engaging oral health routines. They readily know to brush their teeth for 'two minutes' to keep them 'clean and shiny'.

The childminder has high aspirations for every child. She shows a true commitment to 'making a positive difference to children's lives, ensuring that they are happy, feel safe, have stability and are excited to learn and achieve.' Babies show increasing curiosity and interest in their play and learning. They actively listen to stories and use their senses to explore linked materials freely and confidently. Younger children immerse themselves in pretend play with dolls. They are beginning to manage their own personal care needs much more independently. Older children, including those receiving additional funding, use action words, such as 'boom' and 'bang', when pretending to fire a cannon during pirate play. They recall more complex language, such as 'telescope', and know what this equipment is used for. Children show a keen interest in mathematics. When making dough, they count with numbers in the correct order and quickly identify what number comes next in a sequence. Children are highly motivated. They remain deeply engrossed in their play and learning and continually enjoy and achieve.

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

- The childminder works together with her assistants and co-childminder seamlessly. Carefully thought out rotas contribute towards the admirable enthusiasm and motivation across the team. The childminder provides each of her assistants with daily personalised support. She acts swiftly to model her expert practice, to guide her assistants and boost their confidence further. This contributes towards the consistently high standards of teaching in place.
- The childminder creates an ambitious curriculum that continually inspires and challenges children's learning. Favourite books and stories are 'brought to life', to captivate children's interests. Children confidently join in with repeated phrases. They use describing words when selecting linked objects from the story tray and move accurately in response to action words that they hear. Children answer challenging questions. They correctly name clothing and safety equipment that they need to wear in cold weather and when swimming. Children acquire exceptional listening and concentration skills from an early age.

- The childminder has an expert knowledge of every child and their individual backgrounds and family experiences. She makes excellent use of any additional funding, to broaden children's experiences from home. For instance, the childminder takes children to events, such as the pantomime, to build on their advancing communication and social skills. This successfully captures children's interests and supports them to continually achieve.
- The proactive childminder targets help and support for children at the earliest opportunity. She takes advice from parents and other professionals and puts in place effective interim measures, to ensure that no child gets left behind. The sharp emphasis on supporting children's early language development is contributing towards the rapid and substantial progress children are making.
- The childminder has very high expectations for children's behaviour. Children show immense care and respect for the world in which they live. They actively contribute towards a sustainable future when carrying out responsible tasks, such as recycling. Children show great consideration for living things and their habitats. For instance, when children see a spider web outdoors, they carefully walk around this, to ensure that it is safely preserved.
- The energetic childminder encourages children to be active. Children enjoy taking part in races at the local park. They recognise the effect that exercise has on their bodies, such as when explaining that they are more out of breath. Children are highly valued. Their ideas to implement regular dance classes are swiftly acted on. These are helping to uplift the mood, boost confidence and build on children's ability to express themselves more freely.
- Partnerships with parents are superb. The childminder agrees shared strategies with parents, to consistently build on children's advancing self-care skills. She uses various communication methods to share every aspect of children's care, learning and progress with parents. Parents are very complimentary. They say that 'the childminder creates a wonderful environment for children to flourish.'

Safeguarding

The arrangements for safeguarding are effective.

Children's health, safety and welfare is at the forefront of the childminder's mind. The childminder and her assistants are highly trained. They have a superb awareness of the procedures they need to follow to protect children's welfare. Information gathered from regular safeguarding updates, briefings and serious case reviews is used to inform her comprehensive policies and excellent practice. The childminder is fully aware of the procedures she needs to take in the event of an accident or emergency. She shares information about common childhood illnesses, including fever, with parents, to help them to accurately assess when to keep their children at home. Children demonstrate an increasing awareness of how to keep themselves safe. For instance, during walks outdoors, they know to walk in pairs and remember to walk on the inside of the pavement.

Setting details

Unique reference number	EY466865
Local authority	Cumbria
Inspection number	10236252
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	18
Number of children on roll	17
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Carlisle. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays, including two weeks over the Christmas period. The childminder works with up to two assistants and alongside a co-childminder each day. One of the four assistants holds a relevant level 2 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

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 provider.
- The childminder led the inspector on a learning walk to show how her home is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder, one of the assistants, the co-childminder and children at appropriate times during the inspection.
- A sample of documents was viewed by the inspector. These included a record of the childminder's and her assistants' qualifications and training, insurance documents and some of the policies and procedures.
- The inspector took account of the written reviews 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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