

# Childminder report

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Inspection date: 12 January 2023

<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

The childminder and her assistant form a special bond with every child. Children continue to separate easily from parents at the entrance door. On arrival, babies enjoy snuggling up to the childminder for a short while before going off to play. They demonstrate that they feel safe and secure and happily self-soothe when they are ready for sleep. Children are happy and settled. They clearly enjoy their time at the childminder's home. Children behave impeccably. They show great consideration for others. For instance, younger children kindly hand babies additional toys to play with and chatter to them in a very friendly manner.

The childminder creates a happy and homely environment that enables children to play and learn. Children are highly valued. They are encouraged to 'have a voice' and to express their own ideas, thoughts and opinions. Older children talk openly about an upcoming trip to visit wider family members. Younger children are keen to discuss their favourite fruits at snack time. The childminder encourages children who attend pre-school to share information about their day. This helps all children to gain a sense of what pre-school is like and prepares them well for their eventual move. Children are confident and motivated learners. Babies explore freely using their senses. Younger children comment on aspects of their natural world, such as the weather and accurately identify when it is 'cloudy'. Older children recognise their name correctly during self-registration.

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

- The childminder and her assistant work together seamlessly. They appraise one another's practice and performance during their daily chats and through more focused feedback sessions. The broad programme of professional development and research is supporting the childminder and her assistant to extend on their good knowledge, skills and teaching practice further.
- The childminder creates an ambitious curriculum that challenges children's learning. Younger and older children listen to a story about owls with increasing attention. They recall the sounds that an owl makes and join in with any repeated phrases. Children sustain great interest. They develop their creative skills when painting an owl and accurately describe any special features.
- Overall, the childminder supports children's communication and language development well. She repeatedly steps in to ask younger and older children a wide variety of questions, to promote their thinking and to aid conversation. Though, at times, the childminder does not offer equal levels of support to babies. For instance, she does not reliably intervene to model new words for babies to hear and say, to aid their developing breadth of vocabulary fully.
- The childminder promotes children's physical development well. Babies show confidence to mimic actions, such as clapping, that they see the childminder

performing. Younger and older children respond to the ideas that the childminder initiates, including to create their own personal shopping list. They quickly distinguish between the marks they make when discussing the foods that they have noted. Children, including those receiving funded early education, enjoy new challenges. They persevere when completing more complex puzzles.

- Children gain a heightened awareness of the world around them. They learn about different forms of transport when travelling on a bus and when visiting the local train station. During walks around the local nature reserve, children stop at various viewpoints, to look out for birds and animals. The childminder has recently invited a local vet into her home. This has helped children to gain a broader awareness of different occupations and how to care for living things.
- Overall, the childminder forms positive relationships with all parents. She uses a range of different strategies to keep parents informed of their children's learning and progress. Although, the childminder does not currently share enough in-depth information and ideas with parents, to help them to support and extend on their children's skills at home. Nevertheless, parents comment very positively about the childminder and her provision. They say that the childminder provides a 'home from home environment' that has a 'lovely family feel'.
- The childminder and her assistant have high expectations for children's behaviour. They teach children to adopt positive morals. For example, to be polite, to use good manners and to be kind to others. Children of all ages handle toys and resources, such as books, with respect and care. Babies smile in response to the abundance of positive praise they receive from the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete a broad range of safeguarding training. They regularly read through any safeguarding briefings and use these to enhance their knowledge and practice. The childminder and her assistant have a good awareness of the indicators of child abuse. They understand the procedures that they need to follow to protect children's welfare. The childminder takes steps to keep children safe during outings. For example, she carries a first-aid kit with her at all times, to ensure that any accidents are swiftly and effectively responded to. The childminder actively promotes children's good health. Children know to wash their hands before eating. They correctly recognise that this 'keeps their hands clean' and that it 'helps to get rid of the germs'.

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

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

- strengthen interventions and provide a more precise and equal focus on supporting babies to extend their growing range of vocabulary, to build on their

early language skills most successfully

- share more regular and in-depth information with parents, to help them to further consolidate and extend on their children's learning at home.

## Setting details

<b>Unique reference number</b>	316926
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10234519
<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>	0 to 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	31 March 2017

## Information about this early years setting

The childminder was registered in 1993 and lives in Penrith, Cumbria. The childminder works alongside an assistant who holds an appropriate early years qualification at level 2. The childminder operates Monday to Friday, from 7.30am to 5.30pm, all year round, with the exception of bank holidays and family holidays. She 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 provider 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, the childminder's assistant and children at appropriate times during the inspection.
- A sample of documents were viewed by the inspector. These included, a record of qualifications and training for the childminder and her assistant and some of the policies and procedures.
- The inspector took account of the views 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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