

Childminder report

Inspection date: 8 February 2023

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 happy at this childminder's homely setting. Babies keenly shuffle on their bottoms to greet adults and children as they arrive. They squeal and wave their hands with excitement as they recognise their friends have arrived to play. Children say goodbye to their parents with confidence. They settle quickly in the childminder's nurturing care. They demonstrate that they feel safe and secure with the childminder by coming for cuddles with her.

Children learn well. They enjoy playing with a wide selection of toys and resources that the childminder thoughtfully provides. For example, they deeply absorb themselves in play with a small toy house, pretending that the toy people are ringing the doorbell and coming to visit. Children welcome the childminder's playful interactions as she expertly uses different voices to bring the pretend characters to life. This playfulness enhances children's imagination.

Children approach their learning with curiosity because of the childminder's skilful support. For instance, they adore dancing, swaying and twirling around to their favourite 'dingle dangle scarecrow' song. They learn how their body moves because of the meaningful learning activities that the childminder provides. Mostly, children behave well. They are kind towards each other, taking turns with toys in response to the childminder's gentle guidance.

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

- The childminder knows what she wants children to learn while they are in her care. For example, she aims that children learn to use language well, relate kindly to other people and develop strong muscles and coordination. That said, she has not thought carefully enough about the order in which she will teach some of her curriculum. This means that sometimes children do not learn all the essential knowledge that they need.
- The childminder makes sure that children often hear her use keywords that she wants them to learn. She talks with them about the language found in story books and reads with them often. Babies hear her use the names for objects that they are intrigued by, such as 'bristles' on a long wooden brush. Older children learn interesting words, such as 'rough', as the childminder carefully explains the natural materials that they are exploring. Children gain a rich vocabulary.
- The childminder helps children to experience success. For instance, she carefully helps them to complete simple two-piece jigsaws without taking over, and congratulates them when they succeed.
- The childminder shares with children a wonderful array of interesting story books. She reads to them carefully and with great expression. For example,

when reading the book 'The Lion Inside', she roars loudly as she points out the biggest word on the page. Children enjoy listening so much to the childminder read they run to find even more books for her to read again and again. They know lots of stories really well.

- The childminder knows the needs of the children in her care and identifies when they need additional help. She provides children with extra learning where needed. This enables all children to learn successfully.
- The childminder takes steps to develop and improve her work with children. For example, through attending training, she has improved the ways that she provides for children to experience risky play. As a result, children learn how to take sensible risks, for example when they balance and climb.
- Overall, children behave well. They say 'please' and 'thank you', listen to the childminder's instructions and play cooperatively with each other. That said, on some occasions, the childminder does not explain why some behaviours are unwanted. Children are not always clear enough about her expectations for their behaviour.
- In the main, the childminder supports children to act independently, such as when older children take themselves to the toilet. However, sometimes she intervenes too much helping children. For example, she removes their shoes from their feet, even though they can already do this alone. This holds back some of children's independence.
- Parents said that they feel at ease when they leave their children in the childminder's care. They feel well informed about their child's learning and of the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She attends regular safeguarding training to keep herself up to date about how to protect children. The childminder understands what may indicate that a child is at risk of harm. She knows how children's behaviour, appearance or comments may indicate that they are worried or in danger. The childminder has a very clear understanding of how to liaise with other agencies to act on any of her concerns. She helps children to act safely. For example, children learn about the importance of stopping, looking and listening and holding an adult's hand when walking near roads.

What does the setting need to do to improve?

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

- give more thought to the order in which children will be taught key knowledge
- support children to become more independent
- help children to be clearer about how to behave.

Setting details

Unique reference number	317155
Local authority	Cumbria
Inspection number	10264891
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 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	29 June 2017

Information about this early years setting

The childminder registered in 1999 and lives in Stainburn, near Workington, Cumbria. The childminder operates all year round, from 7.30am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrea Vaughan

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 their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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 2023