

# Childminder report

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Inspection date: 21 February 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**

Children are eager to enter the childminder's home. They happily run inside and confidently place their belongings in their personalised box. On the rare occasion that children feel anxious, they are promptly reassured by the caring childminder. The childminder acknowledges children's feelings and provides the care and attention they need to feel happy and secure. Children have a close bond with the childminder. They enjoy having conversations with her and choose to include her in their play. For example, children hold a spoon up to the childminder's mouth and smile as she pretends to eat. The childminder is responsive to the needs of all children. As babies hold their arms up in the highchair, the childminder immediately notices and asks them if they have had enough to eat.

Children are motivated and eager to learn. They independently choose the resources they need for their play and focus for extended periods of time. Children ask questions and are keen to extend their knowledge. After reading about the food eaten in different countries, children talk about the meals that they have tried. All children are developing positive attitudes to learning and are making good progress in their learning.

Children understand the routines and expectations that are in place. They check that everyone has their own cup as they help to set the table for snack time. They carefully put things away and help to sweep up after finishing an activity. Children play together calmly and collaboratively. For example, children take it in turns to scoop up the cereal with the toy diggers. They help each other when this becomes difficult. Children behave well and are building positive relationships.

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

- The childminder uses her knowledge of each child to plan activities linked to their development stage. For example, the childminder helps children to manage their own personal needs by teaching them how to put on their own coat and shoes. The childminder is clear about the skills and knowledge that she intends children to gain, to be ready for the next stage of their education.
- The childminder liaises with other professionals and parents when reviewing children's progress. She ensures that any concerns about children's development are identified early, so that targeted support can be put in place. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Children confidently explore books and enjoy listening to the childminder as she reads to them. The childminder uses books to introduce new concepts to children. For example, as the childminder reads about an astronaut, she talks to the children about gravity and the features of the moon. Children are developing

a love of reading and are expanding their knowledge.

- The childminder plans activities that interest and engage children of all ages. Through her interactions, she encourages children to be curious. However, the childminder does not always give children the time to notice, think and come up with their own ideas. For example, the childminder shows children how to make cereal fit through a tea pot spout before they have had the opportunity to explore this themselves.
- The childminder has completed statutory training, such as paediatric first-aid and safeguarding courses. She reflects on her own practice and uses ideas that have been shared by other childminders. However, the professional development that she accesses does not focus enough on raising the quality of her teaching to the highest level.
- Parents state that the childminder provides them with a wide range of information about their children's progress and development. They feel that their children are happy and say that they, 'jump into the childminder's arms' when they see her. Parents say that the childminder provides them with useful advice and shares information about the support that is available to them. Working in partnership with parents is a strength of the childminder.
- The childminder promotes healthy lifestyle choices. She ensures that children spend time every day being physically active. The childminder takes children on local walks and plans physical activities in the garden. She teaches children the importance of washing their hands and encourages them to drink water throughout the day. Children's physical and emotional well-being is supported well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep her knowledge of child protection up to date. She has a secure understanding of the procedures to follow should she have any concerns about children's welfare. The childminder demonstrates a thorough understanding of the ratio requirements that ensure children are supervised effectively and kept safe. She considers the safety of children when on outings. For example, she uses a double pushchair for toddlers and ensures that children who are confident walking, stay close to the pushchair.

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

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

- promote children's problem-solving skills by giving them time to notice, think and come up with their own ideas to further challenge them in their thinking
- focus professional development more precisely on raising the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	317101
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10277462
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 December 2017

## Information about this early years setting

The childminder registered in 1996 and lives in Kendal, Cumbria. She operates all year round, from 7:30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Liz Dayton

### 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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