

Childminder report

Inspection date: 12 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 provides a warm and welcoming home-from-home setting. Children are settled, and they have lovely attachments with the childminder and her assistants. Older children who have been attending the setting for longer help to make younger children feel welcome, for example, helping them to use toys and explaining the routine to them. They are kind and extremely helpful. The children are fond of the childminder's pet dog, who they treat with love and care. Children feel safe and secure because adults and routines are familiar to them.

Children have access to a wide range of resources, and they play alongside their peers well. They share and take turns, and they are extremely independent. For example, older children help to set the table and hand out snack to their peers. The childminder encourages children to be kind and helpful, and this shines through all that children do. Consequently, children's independence and self-esteem are supported well.

The childminder ensures that children have opportunities to access fresh air by using the large outdoor space. She takes children for walks in the community, including to toddler groups and the library. Children enjoy these outings and learn about keeping themselves safe. For example, they are taught how to safely cross the road. Consequently, children are developing their understanding of the world.

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

- The childminder's curriculum follows children's interests. The childminder and her assistants use these to plan activities for them. For example, children enjoy using their imaginations in the role play area, looking after the dolls. The childminder prompts children to care for the dolls. Children feed them, cuddle them and put them into bed. Children are praised for being kind and gentle. As a result, children are developing their personal and social skills.
- Parents speak highly of the childminder and her assistants. They say they are extremely helpful and supportive. They feel communication is very good, and they are kept well informed of their child's development. Parents say they like that the children go on lots of outings to various places. They say that their children count down the days to their next session at the setting. The childminder prides herself on having positive partnerships with her parents.
- The childminder and her assistants are positive role models to the children. They have mutual respect for one another. They listen to children and provide them with solutions as well as encouraging them to solve their own problems. Children follow instructions and understand the expectations of them. Consequently, children behave very well.
- The childminder and her assistants support children's communication and

language. They engage in meaningful conversations with the children. Children enjoy listening to stories and singing along to their favourite nursery rhymes. However, at times, the childminder and her assistants do not always enhance children's vocabulary during play. For example, children narrate their play confidently throughout each activity. The childminder and her assistants do not introduce new words to encourage children to build on what they already know.

- Babies love being around the older children. They explore the environment and play with the various resources on offer. For example, they shake instruments and giggle when the assistants say 'shake shake'. They enjoy looking at books and listening to stories. Babies personal care needs are met effectively. As a result, babies personal and social development is supported well.
- The childminder understands the importance of professional development and has devised a training schedule, which includes a record of training that has been completed. The childminder holds discussions with her assistants to reflect on their practice and plan activities for the children. However, the childminder does not always identify training opportunities to help her assistants build on their already good practice.
- The childminder promotes a healthy lifestyle for the children. Children bring their own packed lunches. The childminder encourages parents to provide healthy options when providing meals for the children. Water is available throughout the day. The childminder encourages children to follow good hygiene practices. For example, children wash their hands before meals. As a result, children are developing an awareness of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children. The childminder and her assistants have up-to-date safeguarding training. This ensures that their knowledge and skills remain up to date. The childminder and her assistants understand the procedures for reporting concerns regarding their colleagues or a child. The childminder and her assistants all have up-to-date paediatric first-aid training. Therefore, they are able to deal with any accidents that may occur. The childminder has procedures in place for recording accidents and administering medication. She has a pet dog, and she provides areas for it to be separate from children if required.

What does the setting need to do to improve?

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

- devise even better monitoring arrangements to help staff to identify training opportunities, in order to build on their already good practice
- promote further opportunities to enhance children's vocabulary through play.

Setting details

Unique reference number	317171
Local authority	Cumberland
Inspection number	10279958
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	0 to 7
Total number of places	18
Number of children on roll	19
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 1996 and lives in Cumbria. She works with two assistants. She operates all year round, from 6am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Martin

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 her evaluation of the setting.
- The inspector and the childminder completed a tour of the setting to see where children play and sleep, and they discussed the curriculum on offer.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed areas used for childcare purposes and care routines and discussed the activities that take place outdoors with the childminder.
- The inspector considered the written views of parents.
- The childminder, her assistants and the children spoke with the inspector at appropriate times during the inspection.

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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