

Childminder report

Inspection date: 29 January 2024

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

Children are happy to enter the welcoming childminder's home-from-home environment. When children are due to start, the childminder gathers information from parents about their children's care needs. The childminder knows the children well. This helps her to follow their routines from home. Children snuggle in for reassuring cuddles with the childminder and settle quickly when their parents leave.

The calm and patient childminder supports children's good behaviour. Timely interventions effectively support children's understanding of right and wrong. For example, the childminder models to older children how to use 'gentle hands' when playing alongside younger children. As a result, they understand expectations for behaviour.

The childminder encourages children to be imaginative and creative in their play. Children choose different-coloured pens to make large marks and movements across the paper. The childminder models to children how to paint with their fingers. She allows time and space for the babies to explore and experiment with texture and touch as they make marks with the paint. They beam with smiles as the childminder praises them for their achievements. Children visit the local parks, where they strengthen and develop their large muscles as they practise physical skills such as climbing, jumping and sliding. During outings, the childminder encourages children to talk about different modes of transport they see and changes in the weather. This helps children to develop an understanding of the world around them.

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

- The childminder has built strong relationships with families. She shares an abundance of information with parents about their children's development and care needs. The childminder also shares ideas for home learning. This supports continuity in children's care and development. Children make good progress in their learning from their starting points.
- The childminder has a clear understanding of what she would like children to learn. She observes children's interests and what they can do. The childminder identifies appropriate next steps for children. However, at times, she is not clear when planning children's learning into smaller, more achievable steps. For example, children who are just mastering how to hold a pen are encouraged to trace the letters of their name. This means that, at times, activities are not always precisely linked to what children need to know next.
- Children develop their independence and self-care skills from a young age. The childminder explains and models how to wash hands, put coats on and tidy away

the toys. Children are keen to copy the childminder, which demonstrates their 'can-do' attitude. For example, they help to tidy up by putting the tops on the pens. As children get ready for outdoor play, they recall the step-by-step directions as they put on their coats. Children are becoming confident in developing their self-help skills.

- The childminder uses her expertise and knowledge to support children's communication skills. Recent training has enabled the childminder to use different strategies to allow children to listen and focus on language. The childminder further supports children's language by using visual aids and objects. She skilfully models clear and coherent questions and vocabulary. This allows children to repeat and practise new words.
- Children's mathematical language is supported through everyday activities. For example, the childminder sings 'Five Little Ducks' as young children line up farm animals. Children fill in the missing number as the childminder helps them to count how many drawing pens they have. Children's mathematical skills are developing well.
- The childminder provides children with opportunities to access technology. She is conscious about limiting screen time and supervises children as they watch educational programmes. However, the childminder does not help children to understand the risks involved in online activity. This limits children's awareness of e-safety.
- Children who need a little extra help are very well supported. The childminder recognises gaps in children's learning from a young age. She creates a personalised curriculum by using information from parents and local family services. This helps to ensure that all children get the support and guidance they need to make progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus planning more precisely to simplify the sequence of knowledge and skills being taught to help children reach their intended next steps
- enhance children's personal development by providing opportunities to help them to develop an awareness of e-safety.

Setting details

Unique reference number	500280
Local authority	Cumberland
Inspection number	10308090
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 March 2018

Information about this early years setting

The childminder registered in 1993 and lives in Carlisle, Cumbria. The childminder's operating hours are from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Susan Mitchell

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 childminder.
- 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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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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