

Childminder report

Inspection date: 25 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home learning environment where children's confidence and self-esteem grow. She plans a range of activities to link and embed children's learning. Young children demonstrate their good understanding of what they have learned. For instance, they use contextual vocabulary as they recall how caterpillars become butterflies. The childminder supports children to develop the small muscles in their hands in preparation for early writing. For example, she helps them to use different tools and to develop precision as they create art and craft projects that are linked to their bug theme. The childminder's high standard of teaching helps children to make good progress in all areas of learning.

The childminder supports children's physical development and overall well-being as they run around in the garden and search for bugs among the plants. Children enjoy visits to local parks and woods where they use their imaginations as they hunt for imaginary creatures. Children behave well and demonstrate a good understanding of the expectations of them. The childminder praises children for remembering to say 'please' and 'thank you'. Children feel safe and secure in their friendships with each other and in their attachments to the childminder. Her interactions with children are thoughtful and responsive to their needs.

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

- The childminder encourages children to enjoy books. They join in with familiar phrases as the childminder reads their favourite stories. Children happily answer the questions that she asks to check their understanding. They skilfully mimic and use new words that they hear during their day. Children become confident in their communications, supporting further learning in all areas.
- The childminder involves children in choosing what they would like to do. For example, children request their favourite songs to dance and sing along to. The childminder respects children's choices and understands the importance of supporting their confidence and self-esteem as they develop their own character and opinions.
- The childminder uses everyday routines effectively to support children's understanding of mathematics. For instance, children count each time they use the stairs and enjoy games with the childminder where they discuss colour and number. Consequently, young children count with confidence and learn to recognise numbers as the childminder weaves this into activities and play.
- The childminder helps children to develop important life skills. Children share resources and take turns as they play. They sit together at the table for meals and learn about foods that are good for their bodies. Children learn to manage their own self-care needs as they develop their independence and personal skills.

- The childminder teaches children how they are similar to and different from one another. For instance, they discuss their hair and eye colour. The childminder helps children to understand that each family is unique and discusses how families might change over time. Children begin to learn about their world and life in modern Britain.
- The childminder knows children individually and plans well for their learning. She has effective strategies to monitor and assess children's progress and to help her to identify gaps in their learning. However, she does not have strategies in place for sharing information with staff at other settings that are attended by children. This hinders the consistency of children's care and learning.
- The childminder has forged positive relationships with parents who are happy with the care and experiences she offers to their children. The childminder works with parents at the outset to gain a sound understanding of children's prior experiences. She shares information with parents about their children's learning. However, she does not continue to consistently engage with parents to collect pertinent information and to gather their ongoing views. This hinders her ability to accurately evaluate her provision.
- The childminder has begun to reflect on her practice and has identified areas in which she would like to source further professional development opportunities. For instance, she has recently refreshed her knowledge and understanding about prevalent local safeguarding issues. This demonstrates a positive attitude towards her role, which benefits children's care and 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:

- devise and develop strategies to work with other professionals involved in children's care to support further consistency in their learning and development
- develop ways to engage with parents to ensure that all pertinent information is obtained and that they contribute fully to the evaluation of the provision.

Setting details

Unique reference number	2659765
Local authority	Westmorland and Furness
Inspection number	10333082
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Ulverston. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

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 provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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