

Childminder report

Inspection date: 20 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this calm, nurturing environment. They have formed loving bonds with the childminder and her assistants. Children proudly smile in response to the abundance of praise that they receive. They run into the arms of the childminder and her assistant as they arrive. Children giggle as the childminder initiates games with them, using her arms to pretend to be a crocodile snapping its jaws. Children feel safe and secure.

Children behave well. They understand and follow the routines and expectations that are in place. For example, children independently tidy the toys away before lunchtime. The childminder and her assistant teach children how to share and take turns. They calmly support children to manage their emotions and explain the impact that their behaviours have on others. Children interact positively with each other and stay focused in their independent play for long periods. Children are developing positive attitudes to learning.

Children benefit from the range of experiences that the childminder offers. Children enjoy using pretend foods to recreate their experience of going on a picnic with the childminder. They excitedly recall seeing bees as they played under the tree. Children talk about feeding the penguins at a recent trip to the zoo with the childminder. These experiences support children to be curious about the world in which they live.

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

- The childminder has addressed the actions raised at the last inspection. She and her assistants have accessed training and support from the local authority to improve their knowledge and understanding of the curriculum. The childminder is clear about what she intends children to learn. She plans activities that build on children's learning sequentially. All children, including children with special educational needs and/or disabilities, make good progress over time.
- Overall, the childminder knows children well. She uses her interactions with children to target their individual next steps. However, the childminder does not always give children enough time to think and respond to questions she asks. This does not support children to demonstrate what they know and to make the highest levels of progress in their learning.
- The childminder promotes children's physical development through their play. She plans many enjoyable opportunities for children to use their physical skills. For example, children use a toy saucepan to transfer balls into a jug without touching them. Children roll balls to each other and carefully coordinate the direction of the ball towards their friends. The childminder encourages children to jump with two feet as they pretend to be frogs. Children are making good

progress in their physical development.

- The childminder provides children with many opportunities to improve their language and communication skills. She frequently sings nursery rhymes and encourages children to join in with the familiar words. The childminder extends children's vocabulary by modelling a range of words and explaining their meaning. She introduces the word 'eagle' and compares an eagle to other birds that the children already know. The childminder and her assistant encourage children to have two-way conversations using puppets. Children's language skills are developing well.
- Children are encouraged to make healthy choices. The childminder reminds children to drink water regularly and ensures that they have daily access to fresh air. Parents appreciate the information and advice that the childminder gives them in relation to nutrition. They say that the childminder has helped them to provide healthy meals for their children. Children's health and well-being are supported well.
- The childminder sees the value in ensuring that children have access to a range of stories and information books. As she reads aloud, children of all ages snuggle in to listen. Children confidently turn the pages and point out what they can see on each page. They choose their own books to explore and share these with the childminder. This helps children to develop their early reading skills.
- The childminder shares information about children's learning and development through her daily communication with parents. This includes ideas on how parents can extend children's learning at home. The childminder ensures that the required progress checks are completed when children are two years old. She liaises with parents and children's health visitors to ensure that the information from this check is shared. However, the childminder has not developed two-way sharing of information with other settings attended by the children. This does not support continuity for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder and her assistants have attended safeguarding training. They have a clear understanding of the signs and symptoms that may indicate that children are at risk of abuse. The childminder knows the actions to take if she is concerned about a child's welfare or if allegations are made about her, her assistants or any household member. The provision is safe, secure and clean. Good hygiene procedures are in place.

What does the setting need to do to improve?

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

- allow children enough time to think and respond to questions so that they can

demonstrate what they know

- build partnerships with other settings that the children attend to provide continuity for learning and to build on children's already good progress.

Setting details

Unique reference number	317116
Local authority	Westmorland and Furness
Inspection number	10278881
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 January 2023

Information about this early years setting

The childminder registered in 1983. She lives in Dalton-in-Furness. The childminder works with two assistants. She operates on weekdays, between 7.30am and 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder, one of her assistants who was present and the children.
- The childminder provided the inspector with a sample of key documents, including her own and her two assistants' paediatric first-aid certificates.
- Parents shared their views on the setting with the inspector.

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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