

Childminder report

Inspection date: 6 October 2022

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 and feel safe in the childminder's home. They share strong bonds with the childminder and her assistant. Children go to the childminder and her assistant for cuddles and sit on their lap to sing songs. Children behave well and are polite. They say 'please' and 'thank you'. The childminder reminds them to share and to take turns. She offers praise for their efforts and achievements.

Children choose from the good range of resources available. They have positive attitudes towards their play and learning. Children happily play with each other and lead their own play. They are also keen to join in with planned activities.

Children are interested in the planned activities, and they remain engaged for a prolonged period. They participate in a play dough activity led by the childminder's assistant. They roll and shape the dough, strengthening the small muscles in their hands in preparation for early writing. Children chat to the childminder's assistant about the 'worms' that they have made with the dough.

Children play in the childminder's garden. They benefit from the fresh air and exercise, supporting their physical development and overall well-being.

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

- The childminder and her assistant work together to evaluate the provision. They make changes to benefit children based on their observations. The childminder supports her assistant to ensure that his contributions are an asset to the provision.
- The childminder and her assistant complete regular online training. However, training is not always sharply focussed. Furthermore, essential knowledge is not refreshed and revisited frequently enough. This means that training is not always effective or of benefit to children.
- The childminder plans for children's learning based on their interests and what they already know and can do. She identifies gaps in children's development and understands how to implement strategies to narrow or close these gaps. Children make good progress from their different starting points and are ready for their move on to school.
- The childminder understands her role and responsibility to support children with special educational needs and/or disabilities. She liaises with outside agencies to support children's specific needs.
- The childminder and her assistant support children's speech and language development effectively. Children enjoy their regular music sessions and join in with instruments and familiar songs and rhymes. The childminder and her assistant consistently use a wide range of vocabulary for children to hear and

practise.

- The childminder includes mathematics throughout the provision. Children learn about shape and colour. They measure the 'worms' that they have made with their play dough to see how long they are. Children begin to develop an understanding of number.
- The childminder helps children to develop their independence skills. She encourages them to put on their own shoes and coats. Children learn to manage their own self-care needs. They sit at the table with their peers for snack and mealtimes. Children begin to learn some important life skills.
- Children visit a local town with the childminder. They post letters and visit shops. Children begin to understand their local community. Children learn about their peers who have different types of families. They begin to develop an understanding of the diverse world.
- Overall, parents are happy with the care and experiences that their children receive while with the childminder. The childminder tells parents what their children have been doing during their day. However, she does not give parents enough information about their children's development. Nor does she share ways in which they can help to extend children's learning at home. This hinders the consistency of children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of safeguarding policy and practice. She understands how to keep children safe, including from radicalisation and extreme views. The childminder ensures that her assistant completes mandatory training. The childminder and her assistant understand the procedures to follow if they have a concern about the welfare of a child. The childminder completes risk assessments to ensure children's ongoing safety while in her home and on outings.

What does the setting need to do to improve?

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

- focus training more sharply to benefit children and ensure that essential knowledge is refreshed regularly
- share information more frequently with parents about children's development, and share strategies with parents to extend children's learning at home.

Setting details

Unique reference number	EY356524
Local authority	Cumbria
Inspection number	10235106
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2007 and lives in Pennington, near Ulverston. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with one assistant, who is also her son. 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector spoke to children throughout the inspection.
- The childminder and the inspector completed a joint observation of a group activity together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents provided feedback and views which the inspector took into consideration.
- 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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