

Childminder report

Inspection date: 8 March 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

Children's independence and resilience are promoted well in this setting. The childminder frequently praises children and instils in each child a belief that they can achieve. For example, as toddlers try different strategies to zip up their boots, the childminder encourages them by saying: 'I know you can do it'. Children take pride in their achievements and are keen to share this with the childminder. They say 'look' to the childminder as they manage to climb the rope ladder at the park for the first time. Children are happy and confident.

Children respond positively to the childminder's high expectations of their behaviour. They are polite and play happily alongside each other. Children understand the rules and routines that are in place and follow these independently. For example, children of all ages help to tidy up the toys. Children behave well.

Children are expanding their knowledge of the world around them. They remember what the childminder has taught them about seasonal changes. They point at trees, excitedly shouting 'that one has no leaves, it is not an evergreen'. Children notice that the toy animal has frozen in the ice and talk about how it will melt in the sun. All children, including those with special educational needs and/or disabilities (SEND) are making good progress.

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

- The childminder has not ensured that her own procedures to record the daily attendance of children being cared for are consistently followed. The childminder records the names and planned attendance for each child but fails to record their actual hours of attendance. However, the childminder has embedded other systems that mitigate against this risk. This means that the impact of this breach to the requirements is low. Furthermore, the childminder was able to immediately begin to record daily attendance effectively.
- The childminder knows children well and implements a broad curriculum that promotes each child's next steps in learning. For example, the childminder provides opportunities for children to develop their mathematical knowledge. As children build towers, the childminder counts the number of blocks. The childminder's interactions with children build on what they know and can do.
- Children's language development is consistently promoted. The childminder models new vocabulary, such as 'kiwi fruit', and engages children in rich conversations. Children talk about whether they would like to live next to a volcano or at the seaside. Children are becoming confident communicators.
- Children of all ages independently access a range of age-appropriate books. Children enjoy listening to the childminder read stories and comment on what they see. For example, as children see a picture of tall buildings, they say: 'It is

a city'. Children are expanding their knowledge through books and are developing a love of reading.

- Children with SEND are well supported in this inclusive setting. The childminder ensures that she fully understands the needs of these children and develops personalised strategies to meet these needs. For example, the childminder recognises key times that children may find difficult. She provides extra reassurance at these times. Children with SEND thrive and make good progress from their starting points.
- The childminder ensures that the personal and health needs of all children are met. She supports children with toileting and teaches them to put on their own coats. The childminder ensures that children eat a healthy diet and that they are physically active. Children are becoming independent and are developing their understanding of healthy lifestyle choices.
- The childminder works in partnership with other professionals to ensure that the needs of all children are met. However, she has not yet established communication with other settings attended by children. This does not ensure that children are provided with consistency in their care and learning.
- The childminder has established positive relationships with parents. She speaks to parents about their children's experiences. However, this communication does not focus precisely enough on children's progress and next steps in learning. Parents are not given clear guidance on how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular safeguarding training. The childminder has a clear understanding of how to respond to a concern about a child's welfare or an allegation against herself or a household member. The childminder has put in place robust procedures to ensure that children are safe when on outings. She ensures that children are supervised well and that their individual needs are always met. The childminder teaches children how to keep themselves safe. For example, children learn how to cross the road safely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that procedures to record the daily attendance of children being cared for are consistently followed.	22/03/2023

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

- develop communication with any additional settings that children attend to promote continuity of education and care practice
- further strengthen communication with parents so that they know what the next steps are for their children's learning and how they can support this at home.

Setting details

Unique reference number	EY453611
Local authority	Westmorland and Furness
Inspection number	10278883
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 6
Total number of places	12
Number of children on roll	8
Date of previous inspection	18 January 2019

Information about this early years setting

The childminder registered in 2012 and lives in Kendal, Cumbria. The childminder's husband is her occasional assistant. The setting operates all year round, from 7.30am to 6pm on 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
Liz Dayton

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 their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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