

Childminder report

Inspection date: 21 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, and they learn to socialise with others in the childminder's lively provision. They show that they feel safe and demonstrate strong attachments to the childminder and her assistants. Children behave well and are considerate of their younger friends. For instance, older children make sure babies have equipment so that they can join in during a group activity. Children understand the expectations of them and follow the routines of the day well. They copy the respectful manner of the childminder and her assistants.

Children understand that rules are in place to keep them safe. They listen carefully and follow instructions well. A key strength of the provision is outdoor learning. Children go on regular outings and spend plenty of time outside. They walk up nearby fells, developing their physical skills and stamina. They enjoy a sense of achievement when they reach the top for the picnic lunch that they have helped to prepare. Children work out how to solve problems, such as how to get the group over a wall using a laddered stile. Children begin to learn to keep themselves safe in a variety of environments.

Children develop an understanding of early mathematical concepts in interesting ways. For example, they measure trees by linking hands and counting how many children it takes to encircle the tree trunk. They assess which sticks are longer and shorter and learn concepts such as 'one more' and 'one less' as they count ducks at the local pond. This helps children build strong foundations for their future learning.

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

- The childminder understands that communication and language are the basis for children's learning in all areas. She helps children learn to enjoy stories and books and uses songs to help children develop their early sounds and speech. Children learn new vocabulary such as 'combine harvester' as part of their topic about machines. Children's communication and language skills are supported well.
- The childminder knows children well and incorporates their interests into activity planning, building on what they already know and can do. Consequently, children are engaged and focused on their learning. Monitoring and assessment are ongoing and effective. The childminder identifies gaps in children's learning and supports their individual needs. Children make good progress in their learning.
- The childminder helps children develop an appreciation of their local area and a basic understanding of how they are each unique. However, children do not yet learn more about their own heritage and that of their friends and staff. This

hinders their developing understanding of the wider world.

- Partnerships with parents are sound. Parents are full of praise for the provision. They particularly like the outings that children go on and the nutritious meals their children eat. The childminder communicates well with parents, using a variety of methods to suit families' requirements. Parents know what their children are learning and add experiences from home to extend children's understanding. The childminder supports families with parenting and life issues. Parents feel involved in their children's learning.
- The childminder promotes healthy lifestyles, and children develop independence skills and confidence. For example, children enjoy the responsibility of distributing water bottles to their friends. The childminder reminds them to drink plenty because it is hot outside. Children understand the importance of physical activity and healthy food for their bodies. Children learn key life skills that help them, in readiness for their move on to nursery or school.
- The childminder involves her assistants in the development of the provision. They feel supported by her and enjoy their roles. However, the childminder does not consider her own and assistants' professional development well enough and does not regularly review knowledge and teaching. This hinders her ability to maintain the highest standard of teaching possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a sound understanding of safeguarding policies and procedures. They understand how to identify children who are at risk of harm and how to refer concerns on appropriately. The childminder receives regular updates from her local authority and shares information about local and current safeguarding issues with her assistants. The childminder completes regular risk assessments for her premises and outings. She involves children in assessing risks in new environments on outings. This helps them to learn to manage risk effectively.

What does the setting need to do to improve?

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

- develop strategies to improve children's understanding of the wider world even further
- review arrangements for continued professional development to strengthen teaching further.

Setting details

Unique reference number	EY468633
Local authority	Westmorland and Furness
Inspection number	10295495
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 4
Total number of places	9
Number of children on roll	20
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 2013 and lives in Grange-Over-Sands, Cumbria. The childminding provision is known as 'Mi-Newt Childcare'. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and works with a number of assistants. She 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 early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder's assistants spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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