

# Childminder report

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Inspection date: 25 August 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The childminder works alongside her husband, who is also a registered childminder. Children flourish in the nurturing environment they create. However, the childminder has failed to notify Ofsted of significant events linked to those living or working on her premises. This posed an element of risk to children and is a breach of the requirements of the 'Statutory framework for the early years foundation stage'. That said, although this breach has occurred, it did not have any significant impact on children's safety and well-being, or their learning and development.

Children develop loving, secure bonds with the highly experienced childminder. They demonstrate that they feel safe and secure in her care. Children smile, sing and chatter as they confidently select the things they want to play with. They delight in sharing their experiences with the childminder and with visitors. Children who are starting school say that they will miss the childminder and their friends. All children receive an abundance of praise and reassurance throughout the day. They are gently encouraged to try again when their tower falls over and beam with pride as the childminder celebrates their achievements. Children are happy and self-assured.

Children benefit from having access to an array of resources which stimulate their imagination and curiosity. They make good progress and remember what they have been taught over time. For example, children point to the hole in the 'flowers' they have made, saying that the bees will lick it to make honey. Children demonstrate a love of learning as they develop their understanding of the world around them.

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

- The childminder did not understand that she is required to notify Ofsted of events that may impact on the suitability of adults living or working on the premises, including any changes to their health. This posed an element of risk to the children in her care. However, the childminder has acknowledged this oversight and has now provided Ofsted with the required information. She demonstrates that she is committed to working with Ofsted in future and to complying with requirements.
- Parents are full of praise for the childminder and say that the care and attention their children receive is 'second to none'. Parents are kept well informed through daily feedback and report that they feel their children's progress has been enhanced by attending her setting. They say that the childminder 'goes above and beyond to help' and ensures their children learn the skills that they need before starting school. Parents describe the childminder as being 'kind, caring

and flexible'. They say that their children have grown in confidence and feel happy and safe in this 'home-from-home setting'.

- Children's personal needs are supported well. The childminder provides children with nutritious meals and ensures that their dietary needs are met. She teaches children to independently wash their hands, wipe their own faces after they have eaten and use the toilet. This supports children to become independent in managing their own needs.
- The childminder communicates effectively with other professionals. She invites teachers into the setting to meet the children before they start school. The progress check at age two is shared with parents and is timed to inform the health visitor's check. The childminder communicates well with other settings that children attend. She shares information about what the children are learning. These practices help to ensure that children receive continuity of education and care.
- Children independently choose from a range of books. They carefully turn the pages and point to the pictures as they enthusiastically retell the stories out loud. They listen intently as the childminder reads aloud. The childminder ensures that each child takes a different book home with them every evening to read and share with their families. Children of all ages are developing a love of reading.
- The childminder understands the importance of keeping her knowledge up to date. She is proactive in regularly accessing a range of training and professional development opportunities. The childminder also engages well with the local authority and values the advice she receives about how to develop her practice. This supports the childminder to continually raise the quality of her teaching over time.
- The childminder knows the children well. She understands what they know and can do, and what they need to learn next. However, the childminder does not always consider the needs and stages of all children when planning activities so that they consistently build on what all children know and can do.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She is aware of the signs and symptoms that may indicate that a child is at risk of abuse, including the risks associated with extremist views or behaviours. The childminder has a thorough understanding of the procedures to follow if she has concerns about the welfare of a child, or the behaviour of adults towards children. The childminder ensures her setting is clean, suitable and secure. Children are taught how to keep themselves safe when on outings, for example, they learn they need to hold on to the pram. The childminder now understands her responsibility to notify Ofsted of significant events.

## 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:**

	<b>Due date</b>
improve knowledge and understanding of all of the suitability and disqualification requirements of the 'Statutory framework of the early years foundation stage'.	08/09/2022

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

- consider the needs and developmental stages of all children when planning activities so that they consistently build on what all children know and can do.

## Setting details

<b>Unique reference number</b>	317234
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10250490
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	5 December 2016

## Information about this early years setting

The childminder registered in 1996 and lives in Wigton, Cumbria. She works with her husband, who is also a registered childminder. They operate all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## 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 provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views in discussion with the inspector during the inspection, and the inspector took account of the views of parents provided in writing.
- The inspector observed the childminder's interactions with the children and the impact of these on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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