

Childminder report

Inspection date:

25 August 2022

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

What is it like to attend this early years setting?

The provision requires improvement

The childminder works alongside his wife, who is also a registered childminder. Together they create a positive and stimulating setting for children. However, the childminder has failed to notify Ofsted of significant events as required. This means that Ofsted did not have the information they needed to be able to check that the childminder remained suitable to care for children. This potentially places children at risk 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 are happy in the care of the responsive childminder. Young children pass their hats to the childminder and smile as he helps to put them on. Toddlers hold out their hands as they approach the steps and are supported by the childminder to walk down safely. Children of all ages have developed positive relationships with the childminder. Younger children call out his name and beam with happiness when he appears. Older children are keen to share their experiences with the childminder, excitedly showing him what they have made and smiling as he praises them. Children are confident and feel safe.

Children are motivated and eager to learn. They benefit from a well-organised environment where they can explore a wide range of exciting resources. Children develop their problem-solving skills and resilience as the childminder carefully explains why the bricks are not sticking together and helps them to understand how they join. Children build on their knowledge and curiosity as they thoughtfully chat to the childminder about how a 'moon buggy' travels across the rocky surface of the moon. Children make good progress and are developing positive attitudes to learning.

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

- The childminder lacked understanding of his responsibility to notify Ofsted of events that may impact on his suitability, including his own health. This potentially placed children at risk. However, the childminder has acknowledged this oversight and has now provided Ofsted with the required information. He demonstrates that he is committed to working with Ofsted in future and to complying with requirements.
- Children interact positively with each other. They behave well and play cooperatively, taking turns and sharing resources. On the isolated occasions that children need support to play safely together, the childminder calmly helps them to understand the impact of their behaviours on others. This supports children to begin to manage their own emotions and behaviours.

- The childminder finds many ways to incorporate mathematics into children's play. He models mathematical vocabulary as he points out the size and shape of children's creations. The childminder encourages children to count as they jump along the foam number tiles in the garden. These experiences support children's understanding of early mathematical concepts.
- Children have many opportunities to develop their physical skills. They strengthen the small muscles in their hands as they carefully scoop up sand with spoons and press painted fruit onto paper to make prints. Children use the muscles in their arms and legs to confidently move themselves around the garden on tractors and to climb up to the highest point of the climbing frame. Children's physical development is well supported.
- The childminder promotes healthy lifestyles and teaches children to look after their bodies. Children benefit from going on long walks every day and enjoy being active as they access the climbing equipment in the garden. The childminder talks to the children about healthy fruits and vegetables and encourages them to eat healthy snacks during the day. Children's understanding of what it means to be healthy is developing well.
- Children benefit from being in a language-rich environment. The childminder sings nursery rhymes and encourages children to join in. He teaches children new vocabulary, which they then use in their play. For example, as children complete a transport puzzle, the childminder talks to them about combine harvesters. The children later use the word 'combine' as they notice another one in a book. Children's communication and language are progressing well.
- Parents are complimentary about the childminder. They say that their children are happy and settled in his care. Parents are happy with the service that the childminder offers and feel that their children have made good progress.
- The childminder participates in mandatory training, such as first aid, to ensure his skills and knowledge are maintained. However, the childminder does not extend his professional development opportunities further, to help him to continually raise the quality of his teaching over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that may indicate children are at risk of abuse. He understands the procedures to follow should he have any concerns about children's welfare. The childminder carries out risk assessments of the indoor and outdoor environments to ensure that children's safety is paramount. Children are learning to keep themselves safe. For example, as they climb on equipment outside, the childminder talks to them about how they will manage to climb safely. The childminder now understands his 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:

	Due date
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:

- explore further professional development opportunities that will help to continually raise the quality of his teaching over time.

Setting details

Unique reference number	404597
Local authority	Cumbria
Inspection number	10250488
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 December 2016

Information about this early years setting

The childminder registered in 2001 and lives in Wigton, Cumbria. He works with his wife, 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 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the childminder's interactions with the children and the impact of these on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about their intentions for children's learning.

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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