

Childminder report

Inspection date: 17 October 2019

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are secure and confident because the childminder and her assistants are warm, consistent, positive and involved. They work together well to support each child and meet their needs. They are also skilled to support parents in encouraging and continuing children's progress at home, adding to children's experience of consistent care. The childminder knows children well, providing activities she knows will engage them and support their good progress. She is confident to use all kinds of resources in diverse ways to be creative, have fun and help children to learn at the same time. She promotes younger children's speech and social skills as they play on the floor with her. They use board books, sing action rhymes and play with the domestic role-play kitchen equipment. Simple sounds and first numbers are talked about through traditional simple interactive songs such as 'Row, row, row your boat' and 'The wheels on the bus'. The childminder constantly provides praise and encouragement to help children recognise their achievements and boost their self-confidence. She teaches children to be kind to their friends and guides them well to take turns and share resources. The childminder is consistent in her approach to behaviour management and successfully supports children to behave well.

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

- The childminder has reflected well on the weaknesses identified in the previous inspection and has addressed them successfully. She has responded promptly to Ofsted's requests for members of the household to complete required documentation for their suitability to be checked. The childminder now uses information gathered from her observations of children to plan their next steps learning objectives.
- The childminder evaluates her practice and that of her assistants. She regularly identifies areas that she would like to change to maintain high levels of provision. She plans for professional development for herself and her assistants to ensure they are sufficiently focused on improving the quality of teaching and children's outcomes.
- Children enjoy a wide range of social and outdoor experiences which develop their knowledge and understanding of the world as well as their physical skills. For example, they go squirrel spotting and they climb, crawl and slide at the local park and soft-play centre. The childminder also plans regular and exciting trips, including taking children to the swimming baths and travelling on trains to visit new cities. Children are learning at the same time how to walk safely by roads and to play safely only with familiar adults.
- Children enjoy music, and young children can see the connections between the buttons they press and the sounds that then start. They enjoy moving to the musical toys they play with and happily play alongside older children.

- Partnerships with parents are strong. The childminder invites parents to share detailed information about their children's likes, dislikes and daily routine. She uses this information to create a tailored, comfortable and unique environment for every child. Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children.
- Children concentrate well and develop positive attitudes to learning. The childminder provides children with plenty of opportunities to help develop their small-muscle skills in preparation for early writing, for example when they hold paintbrushes and attempt puzzles.
- Children manage self-care skills and demonstrate emerging independence. For example, they help to serve their own lunch and put on their own shoes and coats. Children concentrate well and develop good control as they use glue, tape and scissors. They are highly enthusiastic learners because the childminder makes learning enjoyable.
- The childminder provides a child-centred and well-resourced environment where children confidently explore and are curious learners. She enthusiastically talks to children, but, at times, she does not give them enough time to think and respond to her.
- Children enjoy listening to stories, singing and music sessions with the childminder. They visit the local open-air market to buy fresh fruit and to choose food for their lunch. Children engage in interesting activities where they learn about diverse cultures and lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to protect children's welfare and is alert to possible indicators of when a child may need help. She knows the relevant agencies to contact for guidance. She understands how to recognise children who may be at risk from extreme behaviours and views. The childminder has suitable procedures in place and attends training with her assistants to make sure their knowledge is up to date. The childminder minimises the risk of harm to children through using robust, regular risk assessments.

What does the setting need to do to improve?

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

- improve the good teaching and allow children time to think and respond in conversations and when asked questions.

Setting details

Unique reference number	510853
Local authority	Stoke-on-Trent
Inspection number	10115367
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2001 and lives in Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm on Monday to Thursday and from 7.30am to 9am and 3pm to 5.30pm on Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector carried out a learning walk around the premises with the childminder and discussed how she promotes children's learning. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the written feedback from parents.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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