

Childminder report

Inspection date:

16 September 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are visibly content in the welcoming environment provided by the childminder. An effective balance of child-initiated play and adult-led activities help to promote children's learning. The childminder effectively builds upon what children know and can do through accurate observations. As a result, children make continued and steady progress from their starting points. Children can choose freely from the extensive range of resources indoors and outdoors. The childminder talks to the children about what they are doing and introduces new words to extend their vocabulary.

Children are encouraged to eat healthy foods. The childminder promotes good hygiene and provides nutritious home-cooked meals. Children play happily together and have lots of fun testing out their physical skills in the outside area. They learn to test out ideas and take well-managed risks in a safe environment. However, the childminder misses some opportunities to develop children's independence even further. Children benefit from regular outings in the community. For example, they go on walks and look at the horses in the field. Children enjoy feeding them carrots that they buy from the local shop. The childminder acts as a positive role model. She talks calmly to the children and praises their good behaviour.

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

- The childminder knows the children well and plans activities based on their likes and dislikes. She gathers detailed information from parents on children's individual needs and care routines. She uses the information to plan familiar routines and activities to help children settle quickly. Children form secure attachments to the childminder and make friends with other children.
- Children learn about the local scarecrow festival. They have lots of fun painting and gluing their own scarecrow faces on to paper plates. This supports their creative skills and knowledge and understanding of the world. However, on occasion, the childminder does not always further extend children's learning.
- Children are motivated and curious learners. The childminder provides resources that capture their imagination and develops their social skills. For example, the childminder has created a jungle-themed playhouse in the outside area. Children enthusiastically talk about the different animals and the different sounds they make. Children show high levels of focus as they attempt to complete the jungle-themed puzzles.
- The childminder reads stories to the children and sings familiar songs. She spends time asking children relevant questions and gives them time to process their thoughts and respond. The childminder listens attentively to what children say and values their contribution. She is caring and attentive in attending to children's personal needs. However, the childminder sometimes misses

opportunities to support children's developing independence.

- The childminder promotes children's early writing skills through different mark-making opportunities. For example, children excitedly draw lines and different shapes in the 'gloop'. The childminder talks about the shapes and marks they have made. She gives the children the space and freedom to make decisions and test ideas for themselves. As a result, they become deeply involved in their activities.
- The range of resources in the outside area gives children the space to develop their physical abilities. For example, children eagerly climb the ladders and have fun exploring different ways to safely travel down the slide. The childminder is a positive role model for the children and has high expectations. As a result, children respond positively to boundaries set by the childminder. Children's confidence and self esteem are nurtured through the encouragement and support given during adult-led activities and free play.
- The childminder is keen to extend her own learning and completes appropriate training that has a positive impact on her practice. The childminder is effective in building strong relationships with parents. She keeps them consistently informed on their children's progress through detailed learning journeys and daily discussions. She has formed good links with the local school and shares information about the children's progress to aid smooth transitions for those children moving on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk. She knows what procedures to follow to protect children from harm. The childminder has robust safeguarding policies and procedures in place. She stays up to date on all safeguarding training and as a result, has excellent and informative knowledge. The childminder has a broad understanding of wider safeguarding issues and how to identify and report any concerns.

What does the setting need to do to improve?

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

- provide more opportunities to further support children's developing independence
- fully extend activities to help children make the best possible progress in their learning.

Setting details

Unique reference number	EY276492
Local authority	Stoke-on-Trent
Inspection number	10116056
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2003 and lives in Stoke-on-Trent, Staffordshire. She operates all year round from 6am to 10pm, seven days a week. She offers overnight care. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- Observations of activities indoors and outdoors were conducted by the inspector and the impact on children's learning was assessed.
- The inspector had a tour of the spaces used by the children.
- The inspector observed interactions between the childminder and children.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- Documentation was checked by the inspector to show how the childminder worked in partnership with parents.

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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