

Childminder report

Inspection date: 4 February 2020

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 eager to attend the childminder's safe and comfortable home. They benefit from robust procedures to help them to settle when they start attending. The childminder adapts these to suit the needs of individual families. Children are offered plenty of reassurance and comfort. They form strong emotional bonds with the kind and caring childminder who understands and meets their needs well. Babies enjoy frequent quality interactions. Children are confident to express their needs. For example, younger children lead the childminder by the hand to show her a particular toy they would like. Children listen carefully to the childminder and their behaviour is good.

The childminder understands how to support children's emerging language and literacy skills. She reads stories in an engaging way. Children enjoy regular story times, eagerly bringing their favourite stories to be read, and joining in with familiar parts. They develop an enjoyment of books. Children enjoy sharing the resources and activities with each other and have good social skills. Older children confidently direct their own play and happily fetch their favourite resources. For example, they delight in pretend play as they make 'tea'. Children enjoy receiving praise from the childminder and they take pride in their achievements. They make good progress in their learning.

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

- The childminder gathers detailed information from parents to assess children's starting points. She uses this information effectively to plan interesting learning experiences that support children's individual development needs well from the outset.
- The childminder regularly reflects on what children can do and notes these achievements in her assessments, which she shares with parents. She uses her regular observations and assessments to monitor children's progress and to identify gaps in their learning.
- The childminder models language effectively. She speaks with clarity and introduces a range of new vocabulary. The childminder naturally repeats words and phrases back to children, helping to correct their pronunciation and develop their confidence. The childminder supports children to develop their early language skills and learn new words.
- Children benefit from regular opportunities to sing popular action songs and nursery rhymes. The childminder uses a variety of techniques to engage them with songs. Younger children start to learn the actions and words. Older children independently explore the resources. For example, they pick up a toy bus and start to sing a popular song about buses.
- The childminder gently cultivates children's curiosity to learn. Children develop

skills of playing and exploring. For example, they delight in using torches to light up their 'den'. The childminder asks questions that help children think about what they are doing.

- The childminder supports children to learn about healthy lifestyles. She provides fruit for snacks and nutritious home-cooked meals. Children have daily opportunities to be physically active and learn about the importance of following good hygiene routines. Children's independence skills are well supported. Children relish the opportunity to help with small tasks, such as tidying up. The childminder plays with children and shows them how to handle toys with care.
- Children enjoy regular opportunities to play outside in the fresh air and have fun exploring the natural environment. They make regular visits to places of interest. This enhances their learning and helps them to learn about their own identity, other people and their communities.
- Partnerships with parents are good. There is a consistent two-way flow of information, which means that children receive continuity of care. Parents are kept up to date with children's development and are made aware of how to extend learning at home.
- The childminder regularly reflects on her practice and she has a clear view of her strengths. However, she does not make enough use of self-evaluation to identify aspects of her practice that could be better. As a result, she does not have a clear vision of how to improve her service.
- Although the childminder's skills and knowledge are good, she has not considered how to extend her teaching skills and improve children's learning through continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms of abuse. She understands her duty to report safeguarding concerns to appropriate safeguarding professionals. She knows the procedures to follow if she has concerns for a child's welfare or if an allegation is made against her or a member of her household. The childminder has maintained a secure understanding of wider safeguarding issues, such as extremism. The childminder completes regular risk assessments to ensure the environment is safe for children before they arrive each day.

What does the setting need to do to improve?

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

- extend current reflection and evaluation procedures and use these systems effectively to drive improvements forward
- engage in more specific, targeted professional development to enhance the overall quality of teaching and practice to a higher level.

Setting details

Unique reference number	EY334064
Local authority	Staffordshire
Inspection number	10073668
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	6
Number of children on roll	7
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Werrington, Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 12.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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