

Childminder report

Inspection date: 16 March 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 develop confidence and thrive in this child-centred environment. They enjoy making decisions and follow their interests. The childminder knows children well and uses this to encourage and enhance their development through a variety of activities and experiences. Children are happy and settled. They have strong relationships with the childminder and with each other. They show through their positive behaviour that they feel safe and secure in the childminder's care. Children talk about their emotions and how they are feeling. The childminder uses pictures to support children, even the youngest, to recognise these feelings. Children have great fun playing with small-world figures. Their love of superheros is supported through books and they talk about their favourite characters with the childminder. The childminder seizes opportunities to encourage children's counting skills. They confidently count to 10 and beyond as they place the small-world figures into a box. Children enjoy sharing what they know. For example, they confidently recognise and name different dinosaurs. Children understand the importance of good hygiene routines. They recognise the need to wash their hands before they eat and at appropriate times throughout the day. Children demonstrate an eagerness to learn. They develop the key skills they need for their future learning and the eventual move on to school.

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

- The childminder is enthusiastic and strives to provide high-quality care for children. She continues to build her knowledge and skills through varied professional development opportunities. She also shares good practice with other childminders that she has regular contact with.
- Overall, teaching is good. The childminder supports children's development well. She interacts well with them and continually encourages their language and communication skills. The childminder responds to the questions that children ask and ensures that she gives clear explanations to build their understanding. She also responds to the babble of the youngest children and narrates their play to help support their emerging language skills.
- The childminder observes children when they are involved in activities. She uses the information to assess their abilities and identify their future learning needs. The childminder uses this to plan activities that support their development and promote their interests.
- Children enjoy being creative. For example, they use various materials such as cardboard boxes, felt-tip pens and paint to create their own car. Children carefully attach brightly decorated wheels and headlights made from paper plates. They also add an electronic play steering wheel to complete their car. Children enjoy sitting in the box pretending to drive it.
- Children learn about similarities and differences and different families and

traditions. The childminder gathers key words in children's home languages and encourages all children's awareness of them. Languages are displayed so children not only hear them but also see them.

- The childminder is a positive role model for all children. She speaks calmly to them and encourages them to share and take turns with the toys. The childminder praises children and recognises the effort they have made with tasks. Her positive reinforcement builds children's self-esteem and confidence. Children also enjoy receiving stickers for their good behaviour.
- Children's care needs are well known and are met effectively. The childminder follows children's individual routines so that they rest and sleep as they need to. Children eat well. Parents provide healthy packed lunches for their children. The childminder encourages discussion about the content of these lunch boxes and gives gentle encouragement to children as they eat. Minor accidents are dealt with appropriately and medication is given with the consent of parents. All necessary records are completed and shared with parents when they collect their children.
- The childminder communicates well with parents and talks to them about their children's day. She shares children's learning journals with them regularly and encourages parents to share information about their children's learning and interests at home.
- The childminder reflects on her own practice and the activities she provides for all children. However, she has not fully considered ways of enhancing parents' and children's involvement in self-evaluation to further enhance the provision and raise the quality to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the various signs that may indicate a child is at risk from abuse and neglect. She is fully aware of the referral procedures to follow to make sure children remain safe. The childminder attends training to keep her knowledge up to date. She takes effective steps to ensure that all areas of her home and garden are safe and suitable each day before children arrive. Children practise the emergency evacuation procedures and they learn about the role of people such as the police within the community. The childminder supervises children well and they learn to use resources and small tools safely.

What does the setting need to do to improve?

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

- enhance the use of self-evaluation and consider better ways of using the views of parents and children to enhance the provision further.

Setting details

Unique reference number	EY396146
Local authority	Staffordshire
Inspection number	10066018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 2009. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector took account of the written views of 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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