

Childminder report

Inspection date: 10 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

The childminder creates a welcoming and homely environment where she provides a curriculum which focuses on children's individual learning needs. Children receive plenty of one-to-one attention, and this helps them to settle in and develop strong attachments. Children demonstrate that they are confident and that they feel happy and secure in the childminder's care. The childminder provides a broad range of learning experiences which motivate and engage children to learn. Children explore their environment with enthusiasm. They are able to freely access the well-resourced environment and make their own choices about what to play with. The childminder places a strong focus on building children's social skills, to support their good behaviour and positive attitudes to learning. The childminder promotes 'kind hands' and encourages patience and consideration when young children play alongside each other. Children are friendly and behave well. They learn to play with others and share their toys. The childminder develops strong partnerships with parents and involves them in children's learning. For example, she shares story and activity bags with parents so that children are able to enjoy similar experiences at home. The childminder supports the development of children's understanding of their community well. She explores different festivals throughout the year with children, such as the Chinese New Year, and they take part in linked craft activities. Children enjoy regular visits to parks, playgroups and other places of interest.

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

- Children settle well with the childminder. Before they start, she gets to know the family, their child's routines, and any interests that will help them learn. This helps her to prepare her environment with appropriate resources and activities to make children feel at home and be safe.
- Parents are complimentary about the childminder. For example, they state she gives them regular updates on how children are learning and developing. This helps them to support children's learning at home. The childminder talks about using diaries and electronic messages and how this has had a positive impact on information sharing.
- The childminder is warm and nurturing. She provides children with reassurance, encouragement and praise as they play. Children are emotionally secure, confident and comfortable in the childminder and her assistant's company.
- The childminder observes the children regularly and makes assessments of their learning and development. This enables her to be able to meet the needs of the children in her care. She monitors children's progress well to identify and address any gaps in children's development. Children are confident learners and make good progress from their starting points.
- The childminder provides opportunities for promoting children's early literacy

and mathematical development. She plays alongside children as they discover and investigate toys and resources. Children of all ages enjoy looking at familiar pictures in storybooks and listening to stories.

- The childminder supports children's developing language skills effectively. She provides a rich vocabulary to describe their sensory experiences. This is evident when she introduces words such as 'squishy' and 'sticky' as children investigate the properties of jelly. She talks to children about what they are doing, and this helps to extend their growing vocabulary.
- The childminder is attentive to children's care needs. When children are ready, she encourages them to become more independent in meeting their own personal needs. For example, older children are taught how to put on their own coats and shoes. Children adopt regular routines that contribute to their healthy habits. For example, they wash their hands before meals and after stroking the dog. Children have daily outdoor play and enjoy nutritious meals that the childminder prepares.
- Although the childminder provides support for her assistant, she does not always make effective use of the supervision process to consistently develop and improve their practice.
- The childminder regularly reflects on her provision. For example, she takes part in discussions with other childminders, and with parents and children, to gain their suggestions for improvements. However, she is not yet reflecting fully on her practice and identifying how she can raise the quality of her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of signs and symptoms that may indicate possible abuse to children. She recognises the importance of recording information, for example monitoring children's attendance or documenting if a child attends the setting with a pre-existing injury. She knows who to contact should she have any concerns about a child's welfare. The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. Risk assessments of her home and outings are completed regularly to minimise any risks to children.

What does the setting need to do to improve?

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

- develop the use of self-evaluation, including reflecting on practice to identify improvements to raise the quality of teaching and the provision to a higher level
- refine and focus on the monitoring of the assistant, to help support them to raise the quality of their practice to the highest levels.

Setting details

Unique reference number	EY426291
Local authority	Stoke-on-Trent
Inspection number	10066126
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 2011 and lives in Meir, Stoke-on-Trent. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant on occasion.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector viewed all parts of the premises used by children. The childminder and the inspector discussed the layout of the play areas and how the childminder implements the curriculum to promote children's learning.
- 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 a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through 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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