

Childminder Report

Inspection date

21 July 2015

Previous inspection date

1 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder reflects knowledgeably on her practice. She actively engages with local professional support networks. This enables her to share good practice and reflect on learning from training and previous experiences to improve her teaching and outcomes for children.
- Children develop warm, close relationships with the childminder. She creates many opportunities for meaningful interactions that help to reinforce children's sense of belonging. This helps promote their personal, social and emotional development and prepares them well for the next stage in their learning.
- Children make good progress in their learning and development. The childminder knows how young children learn and provides interesting, developmentally appropriate experiences that help children to learn through play.
- The childminder makes accurate assessments of children's development. She tracks the progress that they are making so that she can help them to learn more.
- The childminder understands her responsibilities with regard to delivering the Early Years Foundation Stage. She is familiar with local safeguarding procedures and is alert to signs that indicate that children may be at risk of abuse.

It is not yet outstanding because:

- There are fewer opportunities for children to develop further their early reading and number skills.
- The childminder has not yet fully engaged all parents in working together to complement and enhance children's learning and development.

What the setting needs to do to improve further

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

- extend opportunities for children to begin to understand that print carries meaning
- enhance the exchange of information with parents about their child's learning and development.

Inspection activities

- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector jointly evaluated an activity with the childminder.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at evidence of self-evaluation, children's assessment records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of suitability of the childminder and other members of the household.

Inspector

Kim Barker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder's qualifications and knowledge of the learning and development requirements have a positive impact on the quality of learning experiences she offers. She provides a good balance of activities to engage children in the next steps in their learning. Toddlers pretend to dress and feed dolls. The childminder is skilled at modelling language and helping toddlers to work out ways of doing things for themselves. This helps them to concentrate and engage in learning as they play. The childminder promotes children's understanding and speaking and listening skills as she plays and talks to them about what they are doing. Toddlers are able to freely choose a book. They share their excitement with the childminder when they open the flaps and turn the pages. The childminder teaches toddlers how to handle and care for books and introduces number names, early words and concepts as they look at pictures in the book. However, the childminder does not always promote older children's early reading and number skills to help them understand that print carries meaning.

The contribution of the early years provision to the well-being of children is good

The childminder has good procedures in place to identify hazards and check children are safe in her home. The childminder sets out resources and provides activities that she knows interest the children and that they will enjoy taking part in. This helps to motivate children to participate and learn. Children learn to regulate their own behaviour in different situations because the childminder gently guides them and teaches them the behaviour that is appropriate. Her praise and encouragement has a positive impact on children's emotional well-being. The childminder takes children to some group activities to meet other children, where they learn to share and take turns. In addition, these activities help to prepare children for the move on to pre-school. Children develop an understanding of the importance of maintaining a healthy lifestyle. They have daily opportunities to be physically active at groups and in the childminder's garden.

The effectiveness of the leadership and management of the early years provision is good

The childminder has reflected critically on her practice in order to ensure children's safety and welfare. She understands about informing Ofsted of any significant events and what she would do if an allegation was made against her or a member of her household. Good methods used by the childminder to evaluate her practice positively identify strengths and clear areas for improvement. The childminder engages parents in sharing information about their children's development when they first start in her setting. This helps her to identify the starting points for children's learning and how she can help them to learn more. The childminder tracks children's progress and addresses any gaps in their learning. However, systems to share this information with parents are not highly successful so they can support their child's learning at home.

Setting details

Unique reference number	EY391769
Local authority	Staffordshire
Inspection number	859387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 14
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	1 December 2009
Telephone number	

The childminder was registered in 2009 and lives in Rugeley, Staffordshire. Her provision operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and provides funded early education for two- and three-year-old children.

This inspection was carried out by Ofsted 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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