

Childminder Report

Inspection date	12 November 2015
Previous inspection date	17 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder organises and manages her setting very well. She shows a strong commitment to ongoing professional development and strives to promote high-quality provision for the children.
- Partnership working with parents is good and parents report that the childminder is caring and attentive. She frequently shares information with parents about children's care and learning. This promotes a consistent approach to meeting children's needs.
- The childminder teaches children well. She makes sure that children engage in meaningful play and enjoy a wide variety of experiences to help them make good progress. Children say, 'It's really fun' and they are, 'Never bored.'
- The childminder offers consistent praise and encouragement to help build children's confidence. She models respectful behaviour and helps children to learn about rules, so that they understand what is expected of them.
- Children enjoy warm and positive relationships with the childminder. This enables them to form secure attachments and feel safe in her care.

It is not yet outstanding because:

- The childminder does not always make the best use of all opportunities to entice children to play, learn and explore outdoors.

What the setting needs to do to improve further

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

- strengthen activities outside, to entice children to explore, use their imagination and extend their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults living on the premises.
- The inspector took account of written feedback from parents and children.

Inspector

Jan Linsdell

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and motivated to achieve high standards. She keeps a close check on children's progress and she evaluates her setting effectively. Clear plans are in place to help drive improvements further. The Early Years Foundation Stage requirements are consistently well met. All required records to promote children's safety, welfare and learning are extremely well organised and accurately maintained. The childminder attends a good amount of relevant training to enhance her knowledge and skills. She works closely with other childminders to share and promote good practice. The arrangements for safeguarding are effective. The childminder has up-to-date knowledge and information about safeguarding procedures, which help to ensure children are well protected from harm.

Quality of teaching, learning and assessment is good

The childminder's qualifications have helped her to gain a secure understanding of how children learn and develop. The childminder competently assesses the children's skills and uses this information well to plan activities based on their interests. She has a clear understanding of how to identify and plan for children's next steps in learning. Children's learning records contain comprehensive information for parents about children's development. The childminder is skilful at engaging and motivating children as she plays alongside them. She talks to the children and helps them to develop their speaking skills. One way she does this is by using descriptive words and repeating key phrases. Children enjoy sensory experiences, such as exploring in the water tray. They attend various groups, where they can sing, dance and play creatively with other children.

Personal development, behaviour and welfare are good

The childminder's calm, kind and positive approach helps children to settle quickly and develop a secure sense of belonging. Relationships are strong and the childminder successfully supports children's emotional well-being. Her welcoming home has a well-organised, well-equipped and stimulating playroom for the children to explore. Children's behaviour is managed well and the childminder offers positive and consistent encouragement. This helps children to become sociable and confident learners. Children benefit from eating healthy snacks and children say that the childminder, 'Makes really nice meals.' Suitable care practices are in place to promote children's health and thorough risk assessments are conducted to help keep children safe.

Outcomes for children are good

Children make good progress from their starting points. They regularly attend groups in the local community and they learn to be independent from a young age. This helps to develop children's confidence in preparation for their move to school.

Setting details

Unique reference number	EY314287
Local authority	Staffordshire
Inspection number	862163
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 13
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	17 February 2010
Telephone number	

The childminder was registered in 2005 and lives in Newcastle, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

