

Childminder Report

| | |
|--------------------------|------------------|
| Inspection date | 15 December 2015 |
| Previous inspection date | 3 November 2008 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 quality of teaching is good. The childminder is well qualified. She understands how children learn and actively joins in with children's play to support their learning.
- The childminder is continually improving her professional development and ultimately, outcomes for children. She regularly seeks advice from, and shares good practice with, other childcare practitioners.
- Children are happy and confident in this friendly and caring setting. They share close and trusting relationships with the childminder. She supports their emotional well-being effectively.
- Children are provided with a good range of opportunities to be physically active and explore the natural environment. They enjoy planting and growing in the childminder's garden and regularly visit local parks and attractions.
- The childminder carries out regular risk assessments and ensures her premises are safe and secure.

It is not yet outstanding because:

- The childminder does not always plan as effectively as possible so children are consistently challenged to make as much progress as possible in their learning and development.
- The childminder does not always involve parents fully in their children's learning. They are not supported well enough to share what they know about their child's learning and development at home.

What the setting needs to do to improve further

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

- plan and provide activities that consistently challenge all children to make the best possible progress from their starting points
- involve parents more fully in their children's learning and encourage them to share information about the learning that takes place at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector toured the areas of the house used for childminding purposes.
- The inspector looked at evidence of the suitability of the childminder and other adults in the household, children's assessment records and a sample of policies.
- The inspector discussed the childminder's self-evaluation form and plans for improvement.
- The inspector observed the childminder interacting with children and discussed the outcomes of an activity with her.
- The inspector considered the views of parents and children provided through written feedback.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Child protection training has been completed by the childminder. She knows the correct procedure to follow in the event of child protection concerns. Children regularly practise fire drills to ensure that they know how to evacuate the premises safely in an emergency. Children's learning and development is monitored to check that they all make good progress. The childminder reflects on all aspects of her provision. She seeks the views of parents and children and shows a good understanding of her strengths and priorities for improvement. The childminder shares her policies and procedures with parents to help make sure they are fully informed of the service she provides.

Quality of teaching, learning and assessment is good

The childminder regularly observes children as they play and explore. She identifies their next steps in learning and provides appropriate activities to meet their individual needs. The childminder keeps parents informed of children's progress through daily discussions, diaries and opportunities to look at their learning journals. The childminder makes good use of questioning to encourage children to think and solve problems. Children develop their imagination as they dress themselves up as pirates, using other resources to represent treasure and maps. They create their own pictures using a variety of tools and resources. Children describe the meaning of the marks they make, such as the initial letter in their name. The childminder promotes language well. For example, she engages children in discussion about the illustrations in books and extends their vocabulary. Young children demonstrate an understanding about how stories are structured. They make up their own stories using appropriate story book language, such as, once upon a time.

Personal development, behaviour and welfare are good

The childminder forms good relationships with parents from the start and gathers valuable information to help children settle quickly. She interacts well with the children, praising children's efforts and achievements. This helps to raise their confidence and self-esteem. Children are enthusiastic and eager to learn. Throughout activities the childminder encourages children to be independent. For example, they learn to dress themselves in role-play outfits. The childminder is a positive role model. She sets clear rules and boundaries which are consistently applied. Children's behaviour is very good. The childminder promotes good hygiene practice and children demonstrate a good understanding of how to keep healthy. For example, they talk about the germs on their hands and why they need to wash them. Children learn about diversity and the wider world through activities and resources. They visit groups and attractions in the local community and beyond, where they are able to socialise with other children.

Outcomes for children are good

All children make good progress from their starting points. They are working comfortably within the range of development typical for their age. Children are motivated and confident learners who are well prepared for their next steps in learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 209357 |
| Local authority | Staffordshire |
| Inspection number | 854462 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 3 November 2008 |
| Telephone number | |

The childminder was registered in 1999 and lives in Heath Hayes, Cannock, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except 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

