

# Childminder Report

**Inspection date**

7 October 2016

Previous inspection date

5 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children benefit from good quality teaching. The childminder works closely with parents and other professionals to understand and meet children's individual needs. All children make good progress in their learning, including children who have special educational needs or disability.
- Children are reassured by the calm and nurturing nature of this experienced childminder. Children settle well, and show they feel safe and secure. They develop strong relationships with adults and other children.
- Children are learning to be independent. They enjoy exploring and helping themselves to the wide range of interesting resources that is available.
- The childminder is very focused on supporting children's physical, personal, social and emotional development. She ensures children develop the skills they need to communicate well with others. All children are well prepared for the next stage in their learning and for school, when the time comes.
- The childminder is a reflective practitioner. She has high aspirations for her own learning and the quality of her setting. She shares good practice with other professionals to continually develop her knowledge and understanding.

### It is not yet outstanding because:

- Activities and experiences are not always planned effectively enough to fully extend children's learning and to make sure they reach the highest level of achievement.

## What the setting needs to do to improve further

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

- enhance the planning of activities and experiences to ensure they consistently extend children's learning and help them to make the highest level of achievement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, and evidence of the suitability of adults living and working on the premises.
- The inspector spoke to children during the inspection and took account of the views of parents from their written comments provided by the childminder.

### Inspector

Dianne Adams

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and uses training to extend her skills. As part of her well-targeted professional development, she has improved how she helps children to practise good hygiene routines. The childminder seeks the views of children and parents to improve her practice. Children state that they like playing with the toys and trips to the park to feed the ducks. In their written comments, parents state that the childminder plans, 'Fabulous activities' and children, 'Blossom' in her care. The arrangements for safeguarding are effective. The childminder keeps up to date with current child protection issues. She knows what action she must take to protect children from harm. She takes necessary steps to ensure children play safely at all times.

### Quality of teaching, learning and assessment is good

The childminder engages very well with children. She motivates them to explore and enjoy their learning. Children make a lot of choices and decisions during their play. Older children use language to communicate their wishes, such as when to want to play with their favourite toys or about what they want to eat. Younger children communicate their needs and feelings by pointing, babbling and by using eye contact. All children enjoy being creative and using their imagination. They develop their physical skills as they investigate materials, such as jelly and sand, using all of their senses. The childminder works closely with parents and other professionals, to assess the good progress children make.

### Personal development, behaviour and welfare are good

The childminder spends time getting to know the parents and children as they enter her setting. She understands and meets their individual needs very well. Settling-in arrangements are planned very well. Children are helped to embrace the move from home into the childminder's care. Children who are feeling unsure benefit from close and sensitive interactions, helping to develop their confidence. The childminder is a good role model. Children learn to manage their feelings and behaviour very well. Good care practices challenge children's abilities and promote their physical and emotional well-being effectively. Children enjoy a lot of praise and encouragement for completing their chosen tasks.

### Outcomes for children are good

Gaps in children's learning are quickly identified and are closing swiftly. Children develop their early writing skills as they make marks using their fingers in sand and paint. They enjoy exploring books and sound out letters of the alphabet. Children explore numbers and count items in their play. They concentrate well and show a willingness to try new experiences. Children develop an understanding of how things work as they turn knobs on windup toys. They show curiosity in their own image observed in a mirror.

## Setting details

<b>Unique reference number</b>	EY445456
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1060146
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 November 2012
<b>Telephone number</b>	

The childminder was registered in 2012. She lives in Tamworth, Staffordshire. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for the bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children. She supports children who have special educational needs or disability.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

