

Childminder Report

Inspection date

7 November 2016

Previous inspection date

12 October 2012

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 builds and maintains positive relationships with parents, schools and other professionals, including those who support children who have special educational needs or disabilities. The childminder successfully evaluates the effectiveness of her setting. She identifies accurate targets that drive forward ongoing improvement, thereby making sure that outcomes for children are good.
- The childminder and her assistants make regular and accurate assessments of children's learning. Children's next steps in their learning are identified and planned for to promote their good progress. The childminder regularly shares information with parents about how well children are learning. This helps parents to support children's learning at home.
- The childminder and her assistants build effective relationships with children by giving them verbal reassurance, smiles and praise and by playing alongside them. This helps children to form secure emotional attachments and promotes their self-esteem.
- The childminder provides children with good opportunities to develop their skills in technology. Children have access to a wide range of computers and programmable toys. The childminder and her assistants support and extend children's skills in the use of technology, closely supervising them at all times.

It is not yet outstanding because:

- The childminder does not always seek enough information from parents when children first start to help her plan precisely for children's learning from the outset.
- The childminder does not fully explore how the early years pupil premium can be best used so that it has the highest possible impact on narrowing the gaps in children's outcomes.

What the setting needs to do to improve further

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

- gather more information from parents about their child when they first start, and use this in order to plan more precisely for children from the outset
- develop a more targeted approach when deciding on how the early years pupil premium is used, so that it is highly effective in supporting individual children to quickly catch up with their peers.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and completed a joint observation of an activity with her.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation of her setting and evidence of the suitability of the childminder and her assistants.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have attended child protection training and are alert to any issues of concern in a child's life at home or elsewhere. They are aware of the procedure they must follow if they have any concerns that a child may be suffering from abuse. The childminder makes sure that her assistants receive regular individual support meetings where they can seek advice and discuss their future training requirements. The assistants' practice is monitored to ensure children receive good quality teaching to promote their good progress. The childminder and her assistants have attended training on how to support children's language and communication skills. This provides them with new ideas on how to fully develop this area of learning and helps to promote good outcomes for children.

Quality of teaching, learning and assessment is good

The childminder checks the activities provided to make sure all the areas of learning are included in the planning. Children are engrossed as they explore how to tilt a large tray back and forth and direct the marbles through the paint. The assistant helps the children to achieve this task by demonstrating and guiding their hands as they tilt the tray. Each child is praised for their attempts, thereby developing their self-confidence. During such activities, the assistant uses commentary to extend children's understanding as they explore the materials. Children squeal with delight and laugh as they decide to mix the paint with their hands. These type of activities help to develop the physical skills of dexterity and coordination needed for writing. Children's understanding of the natural world is promoted very well. The childminder and her assistants take the children on nature walks where they collect and talk about twigs, leaves and the insects they discover.

Personal development, behaviour and welfare are good

The childminder makes sure that children have nutritious and well-balanced meals. She provides them with a home-made cooked dinner at lunchtime each day and fruit for snacks. Children regularly visit the local playground to use the climbing apparatus. This gives them opportunities to learn to take manageable risks and experience physical challenge in their play. The childminder and her assistants have a good understanding of how all children develop. They are particularly aware of the fluctuating emotional and physical needs of two-year-old children. The childminder and her assistants continually respond, support and plan for their individual needs well.

Outcomes for children are good

All children make good progress. They concentrate for long periods of time and are effective and motivated learners. Children enjoy good relationships with each other. They are confident, happy and interact freely and enthusiastically with adults in the setting. The childminder and her assistants prepare children well for the next stage in their learning, such as pre-school or school.

Setting details

Unique reference number	224495
Local authority	Stoke on Trent
Inspection number	1059457
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	12 October 2012
Telephone number	

The childminder was registered in 1992 and lives in Stoke-on-Trent. She operates all year round from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with three assistants, two of whom are her daughter and husband. The childminder provides funded early education for two-, three- and four-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.

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 2016

