

# Childminder Report

**Inspection date**

14 February 2017

Previous inspection date

23 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not met	
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 has successfully addressed the action raised at the last inspection. He ensures he uses links with local support groups and development workers to keep up to date with ideas about childcare and education. He gathers parents' views on his service and regularly reviews how he can improve his provision with his co-childminder.
- The childminder observes what children can do and uses his knowledge of children's interests and abilities to plan a range of activities which supports children's development. Children are making good progress in their social and physical skills. Children who are yet to speak make their needs known through gestures and noises.
- Children have very warm relationships with the childminder and his co-childminder. They are comfortable and confident in the home-from-home environment. Routines are used to ensure children's need for rest and refreshment are promptly addressed. They know what will be happening next and are ready to make the most of learning opportunities.
- The dedicated playroom provides a very well equipped inside environment which is set out, so that children can access toys and equipment. Parents feel the wide age range cared for in the co-minding arrangement has a positive effect on children's developing social skills and general development.

### It is not yet outstanding because:

- On occasion, the childminder does not make the most of opportunities to help young children develop their concentration, speech and language skills.
- The childminder does not capture enough details of parents' views about what their children can do at home to support the precise planning of the next steps in their learning.

## What the setting needs to do to improve further

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

- enhance the quality of teaching, in order to support children's speech, language and concentration skills to develop even more rapidly
- gather more detailed information from parents about what children can do at home to fully inform the assessments of children's abilities and the precise planning of the next steps in 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Sarah Rhodes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of his role and responsibilities in protecting children from harm. He is very clear about any signs or symptoms that may indicate concern about children's welfare and knows where to go for advice. The childminder takes parents' and children's views into consideration when planning improvements to his service. He has identified areas where he feels he would benefit from further training, such as child development and tracking of children's progress, and has secured places on short training sessions. A daily diary ensures that parents are well informed about the type of activities children undertake and any care issues. The childminder regularly reviews risk assessments taking into account the ages and abilities of the children he is caring for. This helps to ensure children are protected from harm.

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

The childminder assesses children's abilities and has identified areas where he needs to provide additional activities to boost their learning. Younger children are well cared for and their activities provide opportunities for them to develop their growing skills. The childminder uses children's interests as the starting point for learning. Children who enjoy role play are provided with opportunities to use kitchen equipment to act out home life and small-world play to manipulate smaller objects.

### Personal development, behaviour and welfare are good

A particular strength is the warm relationships that children have with each other, the childminder and his co-childminder. The childminder sensitively supports children's emotional well-being through major changes, such as the birth of a new sibling or moving on to school. The childminder promotes positive behaviour. He is consistent and provides clear boundaries. He also helps children learn to be increasingly more independent. These key social skills help to prepare children for the move on to school when the time comes. The children develop an understanding of healthy lifestyles, such as the importance of exercise. They develop healthy appetites as they enjoy colourful home-cooked meals. Children with additional health issues have their needs very well met. The childminder works with parents to ensure any additional care is provided as required.

### Outcomes for children are good

Children settle into the childminder's care with confidence. They develop their independence, exploring the wide range of activities provided. Children are making good progress and are working within the range of development typical for their age. They watch carefully as new toys are introduced, and imitate and experiment to see what they can do. Toddlers practise new physical skills learning to manipulate objects, make marks and climb.

## Setting details

<b>Unique reference number</b>	EY418838
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	996746
<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>	1 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Kidsgrove, Stoke-on-Trent. The childminder works with a co-childminder. He operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 2017

