

# Childminder Report

**Inspection date**

11 July 2018

Previous inspection date

10 November 2014

<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

- The childminder closely checks on children's progress to help ensure they develop the skills typical for the age.
- The childminder effectively promotes equality and diversity through the resources she provides. There is a range of toys and equipment available to help children learn about people who are similar or different to themselves.
- The assessment of children's starting points is robust. The childminder works closely with parents to encourage them to contribute to initial assessments.
- The childminder effectively plans activities using information from accurate observations and assessments. This helps to promote children's good progress in their learning.
- Parents are positive about the care and learning experiences the childminder provides. Children have good relationships with the childminder. She is attentive to their care needs, such as responding to babies when they are tired by putting them down to sleep.

### It is not yet outstanding because:

- The childminder does not organise group activities as effectively as possible to help promote older children's engagement and motivation to the highest level in preparation for the next stage 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:

- strengthen the organisation of group activities to help build on older children's good levels of engagement and motivation.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living and working 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

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

Self-evaluation is good. The childminder uses children's likes and interests to develop the range of resources available. For example, she has provided toys and equipment, such as fossils, dressing-up clothes and books to build on children's fascination of dinosaurs. The childminder reflects on her practice well with her co-childminder. This helps to continually develop the childminder's teaching, such as her promotion of children's literacy skills. Safeguarding is effective. The childminder minimises risks to children and closely supervises them, such as when they walk up the steps between the different levels of her garden. She knows how to identify and report concerns about a child's welfare.

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

The childminder uses good skills to interact with the children. She uses direct questioning to help check out children's knowledge and open-ended questions to encourage children to give a response. The childminder gives children time to talk. This helps them to become confident communicators. The childminder spends time with younger children to help them develop their own self-awareness. For example, she sits children on her knee and encourages them to find and say the name of different parts of their body, such as their 'nose' and 'legs'. The childminder challenges older children to build on their mathematical skills further. For instance, she displays numbers and pictures of different quantities to help them count beyond 10.

### Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder teaches children rules, such as how to share popular toys while playing in the garden. Children have good independence skills. They can complete small tasks when asked, such as tidying away toys. The childminder reinforces positive views to children about starting nursery. This helps to support their high levels of confidence about their upcoming move. The childminder works closely with parents to encourage them to provide healthy food for children to eat at mealtimes. She effectively promotes children's self-esteem. One of the ways the childminder does this is by displaying examples of children's work around her home. This helps children to feel proud of their achievements and develop a sense of belonging.

### Outcomes for children are good

All children make good progress from their starting points in learning. They are developing a good understanding of democracy as they participate in voting for what story the childminder should read first. Children have a good understanding of the world, including the life cycle of different animals, such as chickens. They can recognise different colours and name them. Children's early reading skills are good. They can recognise letters, pronounce letters sounds and link them to words.

## Setting details

<b>Unique reference number</b>	210207
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1103181
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 November 2014
<b>Telephone number</b>	

The childminder registered in 1993. She works with another childminder. The childminder lives in Newcastle-under-Lyme, Staffordshire. She operates all year round, from 7.30am to 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-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](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 2018

