

# Childminder report

<b>Inspection date</b>	27 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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

### The provision is good

- The childminder is well organised. She has a clear understanding of her key roles. This helps her to promote children's safety, well-being and learning at a good level.
- The childminder is kind, caring and friendly. She makes use of a settling-in process to get to know children and their families well when they start. Children quickly form close relationships with the childminder. They are content, happy and relaxed.
- Children make good progress in their development. The childminder accurately assesses children's abilities and identifies the key next steps in their learning. She makes effective use of this information to plan and provide a range of interesting activities that meets their needs.
- The childminder offers sensitive support to children who have special educational needs and/or disabilities. Therefore, all children progress well from where they started.
- The childminder is inclusive. She teaches children about the importance of being respectful and treating others as they would like to be treated. Children display good levels of self-worth.
- Partnership working is good. The childminder liaises closely with parents, other providers and any professionals involved in children's education. This helps to foster good continuity.

### It is not yet outstanding because:

- Children who prefer to play outside do not yet benefit from excellent learning opportunities in their preferred environment. There is scope for the childminder to extend the provision for outdoor play.
- Overall, the childminder's teaching practice is not yet outstanding. There is scope for the childminder to enhance professional development opportunities further to help build her confidence and increase her skills in teaching.

## What the setting needs to do to improve further

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

- extend the provision for outdoor play to help promote the learning of children who prefer to play outside at the highest level
- enhance professional development opportunities and further increase skills in teaching to help build confidence and achieve outstanding practice in the future.

### Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the records, documents and policies available.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents from the written evidence provided.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder effectively implements a range of records, documents and policies that helps to support different aspects of her safeguarding practice. The childminder's house is clean, tidy and secure. She conducts daily risk assessment checks of all areas to ensure they are suitable for use. The childminder has a sound understanding of child protection issues. She knows how to identify and handle different types of concerns. This helps to keep children safe from harm. The childminder networks with other providers, conducts research, accesses some training and is currently studying towards a relevant qualification at level 3. This helps her to provide good overall standards of care and education in her home. Self-evaluation is good. The childminder reflects carefully on her strengths and any areas for development. She has a clear action plan in place to help her continually improve.

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

The childminder fosters children's learning through a balance of adult-led and child-initiated play. The curriculum is broad and varied, particularly inside. Children have fun and enjoy attending. For example, children delight in creative and imaginative activities. The childminder provides them with play dough and resources they can use to mould it in different ways. She shows them what to do and helps them to extend their ideas. Children choose to engage in role play with pretend home equipment and real-life fruits and vegetables. They also like building from construction bricks. The childminder talks to them about what they are doing and supports them to build on their play.

### Personal development, behaviour and welfare are good

The childminder is sensitive to children's individual care needs. She promotes independence and encourages children to manage their own self-care from an early age. The childminder promotes healthy living. For example, she provides children with healthy snacks and gives parents nutritional advice on the meals they provide from home. She also rigorously ensures children adopt good hygiene to help prevent the spread of germs. The childminder has simple behaviour expectations. She gently prompts and reminds children of these during their time with her. Children behave well. They are eager to help the childminder and enjoy the responsibility of small tasks.

### Outcomes for children are good

Children gain all of the essential skills they need for the next stage of their learning and the eventual move on to school. They are confident and motivated to play, explore and ultimately learn. Children are very familiar with the daily routines and are able to participate fully. Children play well alongside and with others. For example, they learn to share and take turns with minimal support. Children develop good skills in communication, language and literacy. For example, they learn to listen and focus during circle time sessions. Children enjoy sharing stories with the childminder and singing a range of familiar rhymes and songs. They also display strong skills in mathematics. For example, children can count forwards and backwards from 10 and can identify a range of shapes.

## Setting details

<b>Unique reference number</b>	EY501478
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10059896
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Burton on Trent. She operates all year round from 8am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for 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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

