

# Childminder report

<b>Inspection date</b>	20 September 2018
Previous inspection date	4 December 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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The childminder is patient and kind. She gets to know children well, and provides exemplary support to help their emotional development. Children are settled, relaxed and happy. They build strong and trusting bonds with the childminder.
- Children make good progress. The childminder makes accurate assessments of children's achievements. She has a good understanding of children's expected development and knows how to address any gaps in their learning.
- The childminder establishes effective partnerships with parents and works closely with them to meet children's individual care needs. Parents are fully involved in their children's learning as information is shared daily and through written assessments, keeping them informed about their children's ongoing development.
- Children are extremely confident and self-assured. They behave exceptionally well. They are kind to each other and respect the views and beliefs of others.
- The childminder is reflective and uses self-evaluation processes effectively to develop actions plans to continually improve her practice. She has successfully addressed the recommendations from her previous inspection to benefit the children in her care. She shows a good capacity to maintain continuous improvement.

### It is not yet outstanding because:

- Occasionally, the childminder does not provide enough opportunity for older children to extend their developing literacy skills
- There are times when the childminder does not always model the correct language. For instance, when children mispronounce words, they are not encouraged and supported to sound out the word correctly

## What the setting needs to do to improve further

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

- improve the support for children's communication and language through effective teaching and role-modelling of the spoken word
- strengthen further the children's language skills and recognition of phonic sounds in readiness for school

### Inspection activities

- The inspector had a tour of the areas the childminder uses for childminding, including outside, and reviewed the resources and toys available for the children to use.
- The inspector held discussions with the childminder and spoke to the children throughout the inspection. She took account of the parents' views through written statements she had received.
- The inspector looked at a range of documentation, including policies and procedures, and the children's learning and assessment folders.
- The inspector discussed the children's development and learning with the childminder and completed a joint evaluation of an activity.
- The inspector checked evidence of the suitability of adults living on the premises.
- The inspector observed the childminder's interactions with the children in their play.

### Inspector

Johanna Holt

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has a good understanding of the requirements of registration. There are effective systems in place to record and monitor any existing injuries and also accidents in the setting. She makes sure that any risks and hazards in her home are successfully minimised to ensure children's safety. The arrangements for safeguarding are effective. The childminder knows how to identify and report any concern about children and undertakes regular training in this area. Partnerships between the childminder and other providers are good. She has recently joined a local networking group where ideas for good practice are exchanged. She has established good links with other settings that the children attend and shares information with them to enable them to work together to meet children's needs.

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

The childminder plans effectively to provide children with interesting activities that extend and challenge their learning. She understands how children learn through play. Children enjoy singing 'if you're happy and you know it' while squeezing and pinching play dough in their hands. This strengthens the children's hands to assist with their developing skills in writing. Children also make their own choices in their play and the childminder follows their lead. They move on to making models out of the play dough and the childminder introduces more resources and this evolves into the children making 'birthday cakes' using the tools as 'candles'. The childminder interacts very well with the children making effective use of praise to encourage children to achieve.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They demonstrate excellent patience, listening skills and willingness to work together. Their ideas are always valued and they gain high levels of confidence and self-esteem. Children are very motivated to initiate their own play. They show great imagination and demonstrate their understanding of the wider world as they immerse themselves in the roles of doctors and nurses. They listen to each others symptoms and suggest ways to help each other. Older children show exceptional consideration and care for younger children. The childminder is highly skilled at promoting children's independence from an early age. Children manage their personal care needs exceedingly well. Very young children excel in learning to find their own shoes, put their own coats on and wash their own hands. Healthy lifestyles are promoted exceptionally well. Children demonstrate an excellent understanding about the healthy food they eat.

### Outcomes for children are good

All children make good progress and acquire the skills they need to be ready for their next stage in learning, including going to school. Children are enthusiastic and demonstrate a positive attitude towards learning. They gain independence, making choices in their play as they become active and eager learners, communicating well with others. The older children enjoy learning mathematics and use numbers in their games. The childminder uses accurate observations and assessments of children's learning to effectively plan for their next level of development.

## Setting details

<b>Unique reference number</b>	EY373007
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10069771
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	4 December 2014

The childminder was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She works alongside a co-childminder and from her co-childminder's house in Penkridge, Staffordshire. Both childminders have equal responsibility for the childminding practice. The whole of the ground floor of the property, bathroom on the first floor and an enclosed outdoor play area are used for childminding. The co-childminder's family has a dog as a pet. The childminder attends groups and activities at the local children's centre. She visits the shops and park on a regular basis and takes children to and collects children from the local schools and pre-schools. There are currently nine children on roll, of whom eight are in the early years age group and attend for a variety of sessions. The childminder operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

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)

