

Childminder report

Inspection date	7 December 2018
Previous inspection date	14 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The childminder and her assistant effectively support and encourage children's independence in activities and care routines. Children put on their own coats and shoes before going outside. They demonstrate pride as they achieve things by themselves.
- The childminder consistently carries out comprehensive risk assessments to remove or minimise possible risks to children. This ensures that children are safe and secure.
- Partnerships with parents are good. Parents receive regular information from the childminder about their children's progress. She sends out regular questionnaires, which helps to ensure that parents can voice their views and comment on their children's learning and development.
- The childminder and her assistant help children to form secure emotional attachments. They know children very well and respond sensitively to their needs as they help support children to quickly settle into their home. They recognise when children are tired or upset and know what reassurance or comforters they need to help them settle.
- The childminder has an effective partnership in place with local schools and other early years settings that children attend. A comprehensive exchange of information helps to complement children's learning.
- The childminder does not consistently use the information gained from assessment to plan precisely for children's next steps in their learning.
- The childminder and her assistant do not consistently give children opportunities to find their own ways to solve problems that they encounter.

What the setting needs to do to improve further

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

- extend the good use of assessments to precisely and consistently plan challenging activities for children
- enhance opportunities for children to work out and solve problems for themselves.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She jointly evaluated the quality of teaching with the childminder.
- The inspector held discussions with the childminder and assistant. She looked at relevant documentation, and evidence of the suitability of persons living and working in the household.
- The inspector took account of the views of parents through questionnaires.

Inspector
Lesley Bott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Both the childminder and the assistant complete all mandatory training. They are aware of their roles and responsibilities and know who to contact should they have a concern about a child in their care. The childminder helps children to develop an awareness of their own safety and successfully promotes their sense of responsibility. For example, children know that they need to wear high visibility jackets while out and about, which helps them to stay safe. The childminder accurately evaluates the quality of her service. She supports her assistant effectively and monitors and supervises his practice well. They work well together as a team to drive forward with their professional development to ensure improvement.

Quality of teaching, learning and assessment is good

The childminder understands how young children learn. For example, during children's play, she responds well to support their individual needs. Settling-in sessions are flexible and used effectively by the childminder to establish children's likes, dislikes, routines and current levels of development. This helps the childminder to be aware of what children can do when they first start. The childminder promotes children's mathematical development well. Children attempt to build a tower with the stacking cups and together they knock this down, to start again. The childminder introduces positional language, such as 'up', 'down', and 'on top'. Young children complete stacking different shapes onto the wooden poles. This helps to bring fun into the children's learning as they identify shapes and colours.

Personal development, behaviour and welfare are good

The childminder and her assistant provide a wealth of opportunities to help promote children's good health. For example, she serves healthy and well-balanced food at snack and meal times. The childminder considers children's dietary requirements and ensures that she gives good consideration to the provision of suitable alternatives. Children enjoy regular opportunities to be outside and enjoy fresh air and exercise. They use the childminder's garden and local venues to develop their physical skills as they run, jump and balance. The childminder and her assistant are good role models. They consistently demonstrate good manners and support children to learn social skills. Children show respect for each other as they share and take turns with favourite toys and equipment.

Outcomes for children are good

All children make good progress from their starting points. They show that they feel settled and confident within the childminder's home. Children choose resources themselves, and manage their self-care needs independently. They listen intently to the childminder and follow instructions. These skills help to prepare them well for the next stage of learning, such as starting school. Younger children gain coordination of their hands with push button toys as they begin to understand about cause and effect.

Setting details

Unique reference number	224481
Local authority	Stoke-on-Trent
Inspection number	10066107
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	14 July 2015

The childminder registered in 1993 and lives in Stoke-on-Trent. She works with her husband, who is her assistant. She operates all year round from 7.30am to 6pm, 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.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.

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.

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 monthly newsletter for more information and updates: 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
W: www.ofsted.gov.uk

