

# Childminder report

<b>Inspection date</b>	16 January 2019
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

### This provision is good

- The childminder completes regular observations of children. Accurate assessment procedures help her to identify children's next steps in learning and monitor their development. Children make good progress.
- The childminder provides a friendly and welcoming environment. Children settle quickly, reassured by the warm and secure relationships they share with the childminder.
- The childminder is a good role model. She involves the children in setting clear age-appropriate house rules, such as being kind, sharing and taking turns. This helps children develop good social skills and they behave well.
- Partnerships with parents are good. The childminder gathers precise information from parents about their child's achievements to help her plan to support their learning from the outset.
- The childminder's system for self-evaluation does not yet fully support her to identify precise areas for improvement.
- The childminder does not always use the next steps she has clearly identified to focus the children's learning, to support them to make progress to the highest level.

## What the setting needs to do to improve further

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

- improve systems for self-evaluation to identify and target priorities for development that have the greatest impact on outcomes for children
- make better use of the already identified next steps in children's learning during activities, to help them make even better progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children throughout the inspection.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder, and her methods of self-evaluation.
- The inspector observed and evaluated a planned activity with the childminder.
- The inspector considered written feedback from parents and took account of their views.

#### Inspector

Dawn Robinson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to recognise and refer children whose welfare or safety may be at risk. She regularly checks the safety of her premises to identify and minimise potential hazards. The childminder frequently keeps up to date with changes to safeguarding guidance and legislation. She demonstrates a strong commitment to continuing her professional development and completes training regularly. She has developed positive relationships with other professionals to share ideas and gather information about good practice. Parents are very pleased with the care and learning their children receive. The childminder completes detailed tracking of children's progress and regularly shares this with parents. As a result, parents are fully involved in their child's learning and development and frequently share their child's achievements at home with the childminder.

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

The childminder joins in with children as they play, developing their interactions and communication skills. Young children delight in putting toys out of sight and playing hide and seek with the childminder, smiling and laughing when the toy is found. Children develop their physical skills as they use wooden spoons to transfer different-shaped cereal from one bowl to another. The childminder models and helps them thread individual pieces of cereal onto a pipe cleaner. Children show their pleasure when they are able to achieve this independently. The childminder repeats the colours of the bowls to support their colour recognition. She shows children how to count the cereals on the pipe cleaner. All children are well supported to make good progress.

### Personal development, behaviour and welfare are good

Children are happy and relaxed. The childminder is warm and nurturing. She provides comfort and reassurance to young children, as needed. There is a good range of easily accessible toys and resources for children to choose from. As a result, children are able to express their own preferences and interests. Children learn about healthy lifestyles. The childminder teaches them good hygiene routines and they have regular opportunities for fresh air and exercise. The childminder takes the children into the wider community. They visit local parks, playgroups and the library. This provides children with the opportunity to develop their social skills and try new activities.

### Outcomes for children are good

Young children display good levels of concentration and participate in activities for extended periods of time in relation to their age. They are eager to try new activities and demonstrate perseverance in developing new skills. Young children are sociable and enjoy interacting with older children. All children make good progress from their starting points. They are developing some of the key skills they will need in readiness for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY538619
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10079988
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered 2016 and lives in Stafford, Staffordshire. She operates from 7.30am to 6pm, Monday to Friday, all year round.

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)

