

# Childminder report

<b>Inspection date</b>	7 February 2019
Previous inspection date	25 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Partnerships with parents are excellent. An abundance of information about children's learning and development is shared frequently between the childminder and parents. This helps to provide a highly consistent approach to supporting children in their care and education.
- The childminder provides a vibrant and stimulating environment. Toys and resources are easily accessible for children and attractively displayed. Children are eager to explore and motivated to learn.
- The childminder's quality of teaching is outstanding. She uses her deep understanding of how children learn to plan challenging activities based on their next steps in learning and current interests. As a result, children make excellent progress.
- Children share very warm and caring relationships with the childminder. They readily go to her for hugs and cuddles. Children behave extremely well.
- The childminder is highly qualified and experienced. She ensures that her knowledge and skills are continually developed through training and sharing information with other professionals. The childminder reflects on her practice and implements new learning from courses to enhance activities for children and support their learning to a higher level.
- The childminder provides a wealth of opportunities for children to explore the world around them. They take an active role in growing fruit and vegetables in the garden. This helps children to develop an understanding of where food comes from.
- The childminder provides daily opportunities to allow children to explore their feelings and help them to empathise with others. As a result, children feel emotionally secure and safe in the childminder's care.

## What the setting needs to do to improve further

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

- continue building on the highly effective partnerships with local schools to provide even better continuity in children's care and to build further on the learning that takes place in school.

### Inspection activities

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

Dawn Robinson

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has a very thorough knowledge of child protection and the procedures to follow should she have any concerns about a child. She implements meticulous policies and procedures that ensure children are cared for in a safe environment. The childminder regularly gathers the views of parents and children to help make continual improvements to her provision. She intends to further develop information sharing with the schools that older children also attend. This will help her to even more effectively complement and build further on the learning that takes place in school. The childminder collaborates with parents to identify children's progress and produce meticulous assessments which are carefully monitored. This ensures there is an exceptional understanding of children's ability in order to plan precisely for their next steps in learning. In written comments and questionnaires, parents describe the childminder as having a 'genuine care and interest' in their children.

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

The childminder makes the most of every opportunity to significantly develop children's knowledge and understanding. Her interactions with the children as they play together are superb. Young children confidently recognise and name basic shapes. They demonstrate perseverance as they use a variety of tools to cut and make marks in dough. The childminder provides interesting ways to develop basic skills. For example, she supports children's developing coordination using spaghetti and cereals. The childminder models how to create a monster from the dough, and sticks in pieces of dry spaghetti to make spines. She shows children how to thread pieces of cereal with holes in the middle onto the spaghetti. Children watch carefully and copy her. They show high levels of concentration and skill as they persevere in adding more pieces of cereal with increasing control. Young children have fun listening to songs and joining in with the words and actions.

### Personal development, behaviour and welfare are outstanding

Children experience a wide range of activities in the childminder's home and the wider community. This provides opportunities for children to develop their highly developed social skills. For example, young children enjoy dance classes. They learn to move in different ways and use resources such as ribbons and bells. This helps to support their excellent physical development and creativity. The childminder takes children to visit wildlife parks and expand their knowledge of the natural world. Children are extremely well settled. The childminder is highly responsive to their individual needs and routines. She teaches children how to keep themselves safe and healthy.

### Outcomes for children are outstanding

Children make excellent progress. They rapidly gain the key skills for their next stage in learning. Young children are confident and display excellent levels of independence. They demonstrate their exceptional communication and language skills as they recall past events. Young children listen carefully to stories, expand their vocabulary and join in with repeated phrases. They identify numerals and can say numbers in order. Children recognise their name and enjoy developing their writing skills.

## Setting details

<b>Unique reference number</b>	EY412925
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10071277
<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>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 June 2015

The childminder registered in 2010 and lives in Cannock, Staffordshire. She operates from 7.15am to 5pm, Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 5.

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)

