

Childminder report

Inspection date	7 May 2019
Previous inspection date	10 November 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 is very experienced and well qualified. The childminder and her assistants have a good understanding of how children learn through play. They ask children questions to encourage them to think and learn. Children engage in a wide range of activities and experiences to build on their learning in readiness for school.
- The childminder works well alongside her assistants. They use their observations effectively to look at children's interests and plan their next steps in learning. Children's progress is tracked closely to make sure any gaps in learning are narrowing.
- Children's personal, social and emotional development is very good. Children are very settled and have formed strong emotional bonds with the childminder and her assistants. Children demonstrate through their behaviour that they feel safe and secure. They are confident, sociable and self-assured. Children talk about what they enjoy, such as playing with their friends and sticking activities.
- Partnerships with parents are good. Information is shared each day and parents are kept well informed about their child's progress. Parents speak highly about the childminder and her assistants. They say the care is excellent, and that children are happy and take part in a wide range of activities.
- Children's health and physical development are promoted effectively. Children enjoy healthy meals and snacks to meet their individual needs. They have good opportunities to spend time outdoors in the garden and in the local community visiting nearby parks.
- The childminder does not gain enough information about children's learning and development when they first start to plan effectively from the outset.
- The childminder does not provide enough opportunities for children to learn about growth and decay over time.

What the setting needs to do to improve further

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

- build on the range of information gained from parents when children first start to plan for their learning from the outset
- extend experiences for children to help them understand about growth and decay over time.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, childminder's assistants and children at appropriate times during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of relevant documentation with regards to children's welfare and safety, including evidence of the suitability of persons living and working in the household and childcare premises.
- The inspector took account of the views of parents from information provided in written references on the day of inspection.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is vigilant about children's safety and has a good understanding of child protection issues. The childminder and her assistants know the possible signs of abuse and neglect and who to contact if they have concerns. The childminder works with two assistants, from her home for part of the week and in a community hall. Self-evaluation is effective. The childminder continually monitors practice to identify improvements to benefit children. She makes good use of training opportunities. The childminder and her assistants have recently completed training to develop their understanding of autism, to further support their already good skills. The childminder works effectively with local nurseries to support a smooth transition for children and provide continuity in care and learning.

Quality of teaching, learning and assessment is good

The childminder and her assistants interact very successfully with children, engaging them in conversations as they play. This supports children's communication and language skills effectively. Children learn about numbers and counting down during an activity linked to the song 'Ten green bottles'. They develop their hand and eye coordination skills as they use scoops and funnels to fill bottles with coloured rice. Children describe the rice as 'crunchy'. Younger children like to shake the bottles and older children show how they can fill their bottle using their hands. Younger children enjoy exploring the wide range of resources. They like looking at books and working out how to press buttons on toys to create a sound. Children take part in a wide range of activities, such as painting and role play.

Personal development, behaviour and welfare are good

The childminder provides a welcoming play and learning environment where children's happiness is a priority. The childminder and her assistants have a lovely rapport with the children and speak in a calm and respectful manner. Children are helped to develop good social skills. They learn to share, take turns and use good manners. Children regularly visit a local elderly persons' home and join in with art and craft activities. They also benefit from a dancing and music session, 'Boogie time', which helps promote their physical skills and confidence. Children are independent. They wash their hands before meals and put their coats on before they go to nursery. Older children help at snack times and are confident in their own abilities to make choices and express their views. The childminder teaches children how to keep themselves safe and talks to them about road safety while on outings. The childminder and her assistants provide children with lots of praise and encouragement for their achievements. This builds children's confidence and self-esteem.

Outcomes for children are good

Children learn skills for their move to on school. Early literacy skills are supported well. Young children handle books carefully and turn the pages while looking at the pictures. Older children have opportunities to learn about letters and the sounds they represent. They play match and spell games and practise writing their name. Children learn about the world around them, including a range of festivals and celebrations.

Setting details

Unique reference number	210378
Local authority	Staffordshire
Inspection number	10065981
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	12
Number of children on roll	25
Date of previous inspection	10 November 2015

The childminder registered in 1996 and is located in Wolstanton, Newcastle, Staffordshire. The childminder operates from 7.30am until 6pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants. The childminder and her assistants hold appropriate qualifications from level 3 to 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. 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

