

# Childminder report

<b>Inspection date</b>	9 May 2019
Previous inspection date	22 March 2016

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder is kind and caring. Children are happy and settled. They explore their surroundings with ease and confidence.
- The childminder provides a good balance of child-initiated and adult-led play. Children enjoy participating in a range of engaging activities.
- Children behave well. The childminder gives children clear guidance and gentle reminders about her expectations for their behaviour.
- The childminder regularly reviews children's development to ensure their next steps in learning are achievable in order for them to make good progress.
- The childminder establishes good relationships with parents. She keeps them well informed about their child's day, including their care arrangements and achievements.
- On occasions, the childminder does not model language well enough to encourage young children's speaking skills.
- The childminder's professional development is not yet focused on raising the quality of her teaching to an outstanding level.

## What the setting needs to do to improve further

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

- make better use of opportunities that arise to help younger children to develop their language skills even further
- build on plans for professional development to precisely identify ways to help raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector observed and evaluated a learning activity with the childminder.

#### Inspector

Tina Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection procedures. She knows what to do should she have any concerns for a child's welfare. The childminder assesses her home to identify any potential hazards and takes steps to reduce the level of risk. At present, the childminder does not allow children to use the garden because it is not maintained to an appropriate standard. The childminder reflects on her practice and has improvement plans in place, for example, to organise play resources more effectively. The childminder attends mandatory training, such as first aid. She regularly networks with other childminders to share ideas, discuss best practice and keep up to date with changes to legislation.

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

The childminder has a secure understanding of how children learn. She encourages children to explore and develop their own ideas. Young children use their imagination as they pretend to feed the dolls and take them for a walk in the pushchair. The childminder plays alongside children, showing them how to use sorting and matching games. Young children make connections between the colours and patterns made with the teddies. Babies extend their own learning as they decide to empty the teddies from the plates and stack them instead. Young children develop the muscles in their hands as they grasp crayons to draw freely. They talk about the different colours on their drawing and proudly show their picture to the childminder.

### Personal development, behaviour and welfare are good

The childminder supports children's personal, social and emotional development well and children demonstrate that they feel safe and secure. Babies and young children often climb on the childminder's lap for a cuddle. She offers them lots of encouragement and regularly praises them for their achievements. This helps to promote children's confidence and supports their emotional well-being. Good settling-in procedures are successfully matched to each child's individual needs. This ensures that children are ready for the move from home to the childminder. The childminder makes sure that she continues with routines from home, such as sleep times. She plans daily opportunities for children to be active outside in the fresh air. Children enjoy regular trips to the local park and visit playgroups. This provides them with occasions to play and socialise with other children and learn about their local community.

### Outcomes for children are good

All children make good progress and are well prepared for the next stages of their learning and their eventual move on to school. Young children are confident and motivated to learn. They make independent choices about their play. Young children follow simple instruction and learn routines and boundaries. They use wipes to clean their hands before eating. Babies concentrate as they build small towers with bricks and play with shape sorters. Young children are beginning to recognise colours and shapes.

## Setting details

<b>Unique reference number</b>	223368
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10072611
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	22 March 2016

The childminder registered in 2000 and lives in Ross-on-Wye in Herefordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-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](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)

