

# Childminder report

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Inspection date: 19 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children play together in a warm, stimulating and friendly environment. They have fun joining in with action songs and rhymes. Young children enjoy exploring the different sounds they can make with musical instruments, such as shaking bells and striking notes on a xylophone. Young children sit and listen attentively to stories. Their concentration is held by the introduction of props and puppets linked to the story. Children who are developing their speech, have opportunities to extend their vocabulary and pronunciation of words with specially developed story sacks. Resources are easily accessible and children make independent choices in their play. For example, children happily use their imaginations in the role-play area. They dress up in hats and pretend to feed their baby dolls, using other resources to represent a bowl and bottle. Children enjoy playing outside. For example, they make marks with chalks on the patio and develop their senses with the lavender-scented play dough. Children are supported in their physical development as they play on wheeled toys and dig in the sand tray. However, there is scope to further enhance the activities to provide more challenge and extend their learning and development.

## **What does the early years setting do well and what does it need to do better?**

- The childminder and her assistant review the setting, considering the views of parents and children. They access training and research new ideas in order to stimulate and develop children's knowledge and skills. However, self-evaluation procedures to identify areas for improvement are not consistently clearly focussed on ways to raise outcomes for children to a higher level.
- The childminder has identified that the current requirement in her setting is to support children with their speech and language development. She has accessed the guidance of other professionals and purchased additional resources to help support children's specific needs.
- The childminder and her assistant build good relationships with children and their parents from the start. They gather information from parents about their children's individual care requirements to help them to settle quickly. Parents are involved in establishing children's starting points by providing information on what children already know and can do.
- The childminder is experienced and knowledgeable about how young children learn. She regularly observes children and identifies their next steps in learning and current interests. The childminder uses this information to plan appropriate activities. However, she does not fully consider ways to enable children to make independent decisions in order to further challenge and fully extend their learning and development.
- Parents receive regular information about their children's progress. They are given support and advice on ways in which they can support their children's

learning and development at home. There is good sharing of information between other professionals and local schools.

- Children are confident and demonstrate their ability to manage simple tasks, such as putting on their own shoes to go outside. They learn to share and take turns with resources and are developing key skills ready for their next stage in learning.
- Children regularly go out into the local community and attend a broad range of groups that develop their knowledge and skills. For example, they experience organised forest-school activities in local woodland.
- Children behave well. They learn to follow instructions and work together. For example, they tidy up before they go outside to play. The childminder and her assistant implement consistent strategies to support positive behaviour. Children are proud of their achievements and are offered rewards and praise to support them.
- Healthy lifestyles are effectively promoted. For example, the childminder ensures children are offered healthy meals. There are good hygiene practices in place. The childminder and her assistant are sensitive to the needs of babies and young children. They provide lots of cuddles and reassurance. Children have regular opportunities for sleep and rest.
- The childminder closely monitors children's progress. She understands how to identify any areas of slower progress and knows how to implement or access further support to close gaps in children's learning.
- The childminder regularly observes her assistant and gives feedback to support her professional development. She provides opportunities to develop her knowledge and skills through training and monitors her assistant's workload to ensure it is acceptable.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the potential signs and symptoms of abuse and wider safeguarding matters. They know what action to take if there are any concerns about children's welfare. The childminder implements a range of effective policies and procedures to ensure that children are safe and supervised well. For example, children become familiar with fire evacuation procedures through regular practises. Risk assessments are conducted regularly to ensure the premises are suitable, and any hazards are identified and removed or minimised. Further risk assessments are in place for any outings into the wider community.

## What does the setting need to do to improve?

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

- increase activities that children can choose and select independently to provide more challenge and build on their current learning
- strengthen self-evaluation procedures to ensure areas for improvement are clear, targeted and specific to the needs of the children and the setting, to raise outcomes for children to a higher level.

## Setting details

<b>Unique reference number</b>	EY547228
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10104320
<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 to 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Tamworth, Staffordshire. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant.

## Information about this inspection

### Inspector

Dawn Robinson

### Inspection activities

- Joint discussions were held between the inspector and the childminder to evaluate the learning taking place as children played.
- The inspector discussed with the childminder the essential knowledge that children in her setting require to fully support their learning and development.
- The inspector looked at a sample of documents, such as children's records and policies and procedures.
- The inspector talked to the children at appropriate times during the inspection and the inspector took account of written comments from parents.
- The inspector checked evidence of the qualifications held by the childminder and her assistant, and the suitability of people living and working on the premises.

We carried out this inspection 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.

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