

# Childminder report

---

Inspection date: 20 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children are very happy and content in the care of the well-qualified and experienced childminder. New babies settle easily and quickly develop a sense of belonging. Children are confident to explore the interesting and varied range of resources. Babies safely practise their moving skills as they try to crawl or stand. They press and push buttons on a toy. Older children use a real key to open a lock or draw around wooden shapes and make marks on paper with pens and crayons. Children develop healthy eating habits. For example, they enjoy freshly cooked, nutritious meals and babies use their hands or a spoon to practise feeding themselves. Older children display affection towards the babies. They sit by their side and offer them toys. Children are motivated to learn. They enjoy spending time outdoors where they eagerly dip their hands into the large tray of cold jelly. Babies use their hands and mouth to sense how it feels and tastes. Older children develop their coordination skills as they use scissors to see if they can cut the jelly. All children confidently communicate. Babies shout out as they babble, particularly as they sit in their highchairs waiting for their lunch. Older children accurately mimic the sounds animals make which are pictured in their book, such as 'oink' for a pig or 'moo' for a cow. They count out loud with the childminder.

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

- The childminder knows the children and their families well. She obtains detailed information from parents about children's individual care routines and achievements. She constantly observes how children are progressing and uses the information gained to plan their key next steps. The childminder encourages babies' and young children's physical development. She places toys slightly out of reach to encourage babies to lean forward into a crawling position. She supports children's toilet training by encouraging them to use a potty.
- The childminder shares information about children's progress. She uses a digital messaging service to show parents what their children are doing on a daily basis. She raises any concerns about children's learning with parents, and understands the importance that other professionals play in children's learning and development. For example, the childminder completes the required progress check for children at the age of two, which she shares in a timely way with parents. However, she does not engage with other settings and professionals where children also receive their early education.
- The childminder helps children to develop a strong sense of emotional well-being. She tells children they are her 'special helper' when they tidy up their toys, and gives them 'extra playtime' while she takes the babies indoors. The childminder uses babies' sleep time to give older children extra attention. She takes this opportunity to encourage children's communication and love of books. Children sing along to 'Twinkle twinkle little star'. As they turn the pages of their

favourite story, the childminder asks questions about the characters. She gives children time to think and answer, which develops their understanding. Children know to insert their hand to work a story book puppet and they use facial expressions to communicate the roar it makes. However, the childminder does not support parents to encourage children's love of reading at home.

- The childminder keeps her childcare practice up to date through regular training and internet research. For example, recent training on autism has given her a greater awareness of the autism spectrum. She reflects on her practice and strives to provide a childcare service where parents feel their children are safe, well cared for and make progress. This is clearly reflected in parents' views of the childminder. They say she is a 'superstar' for the way she communicates with them, the vast arrangement of activities she offers and her 'can-do' attitude.
- The childminder takes children to local outdoor activities where they dance, sing and practise their physical skills. She frequently meets up with another childminder and her children for joint activities. She takes children to a multicultural restaurant where they can try different foods and particularly to celebrate Chinese New Year. Children experience opportunities to socialise and learn about the wider community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty. She knows who to contact in the event of a concern and a well-detailed policy accurately informs her safeguarding practice. In addition, the childminder undertakes relevant training to ensure she is up to date with safeguarding matters. She makes sure she keeps children safe in her home and while on outings through good attention to risk assessment. She knows to inform Ofsted of any required changes and she maintains required records.

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

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

- review the support given to parents to extend their children's learning at home, particularly with regard to encouraging a love of reading
- engage with other settings where children receive their early education, such as schools, to share information and complement children's learning and development.

## Setting details

<b>Unique reference number</b>	EY292176
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10106292
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	2 June 2015

## Information about this early years setting

The childminder registered in 2004 and lives in the Wolstanton area of Newcastle-under-Lyme. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Lawton

### Inspection activities

- The quality of teaching during activities indoors and outdoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The areas of the childminder's home used by children were viewed by the inspector.
- The inspector looked at relevant documentation, such as policies and children's records
- The views of parents were taken into account during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019