

Childminder report

Inspection date: 2 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and secure. They build close bonds with the childminder and are at ease in her care. New children settle quickly. Children are well motivated to play, explore and make new discoveries. They show positive attitudes to learning and develop good levels of concentration. For example, children focus deeply and persevere as they carefully thread circular objects onto spaghetti sticks. The childminder provides children with a good range of opportunities and resources that captivate their imagination. They make links with their own experiences and explore their ideas confidently through play. For example, children use wipes and nappies as they carefully dress dolls, and follow familiar care routines. The childminder provides children with clear boundaries and they know what is expected from them. Children behave well and learn to play cooperatively with their friends, sharing and taking turns. For example, children work together to help the childminder to tidy up after activities. The childminder successfully helps children to understand the reasons for the rules, for example how playing in a certain way can lead to them having an accident. This helps children to learn about keeping themselves safe. Children gain good levels of independence. They show an awareness of their own personal needs and how to manage these.

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

- The childminder has worked hard to successfully address the weaknesses identified at the last inspection. She is committed to developing further her professional skills. This has had a positive impact on the progress children make. The childminder works closely with her local authority and other childminders to ensure she has up-to-date knowledge of early years matters. Although she currently does not work with an assistant, she has identified effective arrangements to ensure any future assistants have a clear understanding of their role and responsibilities.
- The childminder has implemented rigorous procedures to monitor the progress that children make. She knows children well and uses her observations and assessment information to plan well for their individual next steps in learning. She takes into consideration the different ways that each child prefers to learn and provides learning experiences that motivate them well. Children gain a broad range of useful skills that prepare them well for their future learning and school. However, the childminder does not identify some opportunities to offer even greater challenge to children, to extend their learning even further.
- The childminder evaluates the service she provides effectively and makes changes to benefit children.
- The childminder works closely with parents and exchanges information about children's achievements. She provides parents with useful guidance to help provide continuity for their children's ongoing development.

- The childminder follows effective hygiene procedures to support children's health. She provides them with regular daily opportunities to be physically active. However, she has not considered fully how to increase children's understanding of making healthy food choices.
- The childminder supports children's communication and language development skilfully. She uses a range of effective strategies to help young children to gain confidence to vocalise their needs and ideas. Children listen attentively to the childminder and copy the words and phrases that she uses. They show curiosity and ask questions to deepen their understanding. Children confidently join in with songs and rhymes. They particularly enjoy singing and are confident to join in, even if they do not know all of the words.
- The childminder knows how to help children gain the skills they need to support their literacy development. For example, she provides children with interesting activities that support their emerging writing skills and helps them to gain the small-muscle movements they need to control a pencil. Children enjoy experimenting with mark making and using chalks. They benefit from opportunities to develop an interest in books. The childminder provides children with good opportunities to explore their mathematical understanding ideas as they play. Children learn about various concepts, such as more and less, as they compare quantities. They solve shape puzzles and correctly match shapes.
- The childminder plans activities that help children to develop their understanding of the world. Children enjoy looking at photographs of their friends and learn about the various jobs people have in the local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the safeguarding policies and knows about possible signs that indicate a child is at risk of harm. This includes wider safeguarding matters and any concerns that may indicate that a child is at risk of extreme views. The childminder understands the procedures to follow if she needs to seek further help and report any concerns about a child's welfare. She follows safe recruitment processes to check the suitability of assistants. The childminder makes careful risk assessments of her home, garden and places she visits with children, to ensure they can play safely.

What does the setting need to do to improve?

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

- identify more opportunities to extend children's learning even further, to provide additional challenge and help them to achieve the highest levels of learning
- extend the opportunities to help children learn about making healthy food choices.

Setting details

Unique reference number	EY464874
Local authority	Staffordshire
Inspection number	10102492
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2013 and lives in Perton, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a 'learning walk' with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about suitability and training.
- The inspector took account of parents' views.

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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