

Childminder report

Inspection date: 4 December 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle well in the setting. They confidently select what they would like to play with. Children enjoy themselves as they play and explore the environment. They seek the assistance of adults with ease. The childminder and assistants interact well with children and build upon their existing knowledge. For example, as children play with magnetic tiles, the assistant extends their knowledge of the names of shapes and colours. That said, on occasion, teaching does not always fully support children's developing language. The childminder adapts her teaching based on the stages of development for each child. Children have access to a variety of resources that allow them to explore all areas of learning. For instance, children use the bikes outside to be physically active, and inside, they play cooperatively with dolls. They explore a variety of textured materials that provoke their curiosity. Generally, children behave well. When difficulties arise, the childminder effectively monitors the situation. She provides children with guidance on what is acceptable behaviour and encourages them to understand the rules. Children are encouraged to be independent. Older children carry out tasks for themselves, such as setting out the plates for snack time and washing their own hands.

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

- Assessment of children's progress is accurate. For example, the childminder uses information shared at settling-in sessions to help inform early estimations and to better plan children's learning from the start. The childminder creates children's ongoing next steps from what they already know. Children make good progress and are well prepared for the next stage in their learning.
- The childminder has reduced the administration workload for herself and her assistants by sharing the children's journey of learning through daily conversations and a private social media platform. This allows parents to immediately contribute towards children's learning and assessment.
- Parents say the childminder is warm and welcoming. They say their child has become part of an extended family. The childminder and assistants support children's well-being effectively. They offer cuddles if children become upset. The childminder has an understanding of children's individual needs, as she offers newer children more comfort to help settle into the environment.
- The childminder provides children with a wide range of activities. She has created an environment that is rich in ways for them to explore mathematics and literacy. Children access books relevant to their activity. For example, they look at Christmas books as they mould dough into tree shapes and decorate them using their small finger muscles.
- The childminder has good links with the surrounding schools and community. She uses the facilities at a local primary school for the after-school provision.

She also works well with another childminder in the village, and together they take the children to visit a local care home on a regular basis. Children develop an empathy and awareness of other people.

- The childminder actively encourages the training of assistants. The childminder engages in a lot of self-learning to increase her knowledge. Her assistants are working towards their own qualifications. She uses all the acquired knowledge to continually improve the quality of care and outcomes for children.
- The childminder creates supportive partnerships with parents. The childminder promotes a continuous two-way flow of information with parents to help support their children at home, such as dealing with changes in behaviour. She provides parents with a written summary of the progress check for children between the ages of two and three years.
- Even though older children display a good level of communication and language, sometimes, the teaching practice of the assistants and the childminder does not fully help children to correctly pronounce words.
- The childminder has monitoring systems in place to examine the practice of assistants. She carries out regular observations and sets targets for improvement. However, the childminder does not set time aside to have meaningful discussions with assistants away from children, in order to provide robust support for them and further strengthen the provision for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants attend regular safeguarding training. They are able to identify the signs and symptoms that may suggest a child is at risk of harm. Robust policies and procedures are in place to ensure everyone is aware of their responsibilities to keep children safe and secure. They know how to report concerns, including contact with relevant agencies as appropriate. The childminder maintains a safe environment and ensures appropriate measures are in place to keep children safe. She keeps accurate records and documentation. The childminder carries out robust recruitment procedures. She continues to ensure the ongoing suitability of assistants and those living in the home.

What does the setting need to do to improve?

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

- further support children's development of speech and language by using effective role modelling in order to provide the correct pronunciation of words and phonic sounds
- continue to embed systems of monitoring of teaching and coaching of assistants, including individual supervision meetings, to increase opportunities to discuss children's progress and any concerns.

Setting details

Unique reference number	EY429922
Local authority	Staffordshire
Inspection number	10074828
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 2011 and lives in Great Haywood, near Stafford. She is registered for additional premises for up to 50% at a local primary school. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years professional status. She receives funding for children aged three and four years.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector and childminder toured all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector read testimonials from parents during the inspection and took account of their views.
- The inspector looked at a sample of the setting's documents. This included evidence about assistants' suitability and training.
- Discussions were held with the childminder and assistants at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.

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.

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 <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
W: www.gov.uk/ofsted

© Crown copyright 2019