

# Childminder report

---

Inspection date: 11 December 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	Not applicable
--	----------------

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

### The provision is good

Children are happy, well settled and have a positive sense of belonging in the childminder's care. They engage well in self-chosen activities and show good levels of concentration. They develop good literacy skills. They show interest in books and are motivated to find different letters hidden in the sensory tray. The childminder supports children to explore different shapes and sizes. For example, when children experiment with different wooden blocks, she demonstrates how to build a tower by using the correct sizes so it does not fall over. The childminder provides many opportunities for children to explore the wider community. They go out on regular walks, visit soft-play sessions and enjoy trips to the park. The childminder also takes children to weekly toddler sessions and meets with other childminders to broaden children's social experiences and friendships.

Children quickly develop strong attachments, which has a positive impact their well-being and emotional development. They form good relationships with other children. Children's behaviour is good. The childminder teaches them about the importance of taking turns, sharing and to consider the needs of others. Children demonstrate that they are happy and feel safe in the childminder's care. They are polite and are learning good manners. They are supported by the childminder, who sets clear boundaries and expectations. For example, she models the use of good manners and as a result, toddlers say 'please' and 'thank you' spontaneously or quickly with prompts.

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

- The quality of teaching is good. The well-qualified childminder places the children central to everything she does. She knows the children well and plans activities based on their interests. For example, she provides opportunities for children to practise mark making as they use paint. Children develop their skills as they use brushes to paint a toy dinosaur's feet and make footprints on paper. The childminder uses stories, songs and rhymes well to develop children's communication and language skills.
- The childminder engages well in children's play. For example, she joins them in their pretend play, where they enjoy making 'cups of tea' and 'strawberry ice cream'. She supports children's imagination well by playing alongside them when they invite her to join them. The childminder understands when to engage in play with children and when to step back to encourage independent learning.
- Parents write very complimentary comments about the good-quality care and education the childminder provides. The childminder keeps parents up to date with their children's progress through a range of ways, including daily diaries and verbal feedback. Partnerships with other settings children attend are good and promote continuity in children's care and education.

- Children benefit from tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. The childminder knows the children well and they make good progress. She plans activities around children's interests and the next steps in their learning. However, the childminder does not gather sufficiently detailed information from parents about what their children already know and can do before they start.
- The childminder understands the importance of maintaining her professional development. She regularly meets with other childminders to share ideas about how they can improve. The childminder attends training to keep her knowledge up to date. For example, she is using the knowledge she has gained from recent training to help her to plan exciting sensory activities and to support children's transition into Reception class. The childminder is a reflective practitioner. She regularly carries out evaluation of her practice and prioritises future improvements to her provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection issues. She knows the signs and symptoms that may present if a child is being abused and understands her responsibility to keep children safe. The childminder knows the procedures to follow if she has any concerns regarding a child's welfare. She keeps abreast of any changes and refreshes her knowledge by undertaking relevant child protection training. The childminder ensures adults who live at her home are appropriately vetted. She is vigilant in her supervision of the children and implements regular risk assessments to help her maintain children's safety and well-being.

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

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

- encourage parents to share detailed information about what their children already know and can do before they start, to help inform future planning.

## Setting details

<b>Unique reference number</b>	EY544596
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10108902
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Stafford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

## Information about this inspection

**Inspector**  
Beverley Devlin

### Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The inspector completed a learning walk with the childminder to understand how the curriculum for young children is organised.
- The inspector took account of the views of parents through written feedback provided by them.
- The childminder and the inspector viewed areas of the home that are used for childminding purposes.
- The inspector looked at a sample of documentation, including children's records.

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