

Childminder report

Inspection date: 10 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 quickly in the childminder's home-from-home environment. They have built strong attachments with the childminder, who is warm, caring and sensitive. The childminder helps children to see that they are unique, and supports every child's individual needs well. She works very closely with parents to ensure she is confident and trained to deal with specific medical needs. Children are happy and self-assured, and they behave well. They develop independence for learning as they select resources to play with. The childminder's interactions help to engage children and build on what they know and can do. Children benefit from many different experiences in the childminder's home and during a range of trips and visits. For example, they gain a greater understanding of the natural world around them, and learn to take measured risks safely, when they take part in regular forest school activities. They learn about people who help us as they enjoy annual trips to the local fire station. The childminder shares fact and fiction books, plans creative activities and takes the children to a range of exhibitions at the museum. This helps children to learn about communities beyond their own. Children particularly enjoy visiting the local care home. They love taking part in singing, stories and dancing sessions, and enjoy interacting with the residents.

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

- The childminder has continued to update her knowledge in line with changes to guidance and legislation. She has completed the required training, along with other training and research, to help her to maintain her good practice. However, the childminder does not always focus her self-evaluation and professional development on continually reflecting on her provision to build on her skills and develop her teaching practice further.
- The childminder has an extensive knowledge of each child in her care. She identifies children's next steps for learning and generally uses these well to plan activities. Children develop their creativity and physical skills as they carefully spoon icing and use sprinkles to decorate biscuits. They develop their imagination as they play with small-world figures. However, on occasions, activities do not provide the optimum challenge, particularly for the oldest children, to help them sustain the highest levels of concentration.
- The childminder works closely with parents. Her rigorous settling-in arrangements help her to get to know the child and their family quickly. She shares her policies and procedures and provides parents with a good overview of her provision. The childminder provides parents with ongoing feedback about children's development and next steps. She encourages parents to share information with her to ensure a consistent approach to children's care and learning.
- Children are provided with a solid foundation. This gives them the confidence to

master new skills, and prepare for future learning and their eventual move into school. The childminder helps children to understand that print carries meaning through a range of ways, such as stories and looking at letters and signs. She introduces counting for children from a young age, through rhymes and songs. As children develop, she encourages them to recognise numbers and to count further. Children are supported to develop their social interactions with others.

- Children's communication and language are supported well. Older children speak confidently and articulate what they know. The childminder questions children, and they show their understanding as they respond. She models and reinforces words to encourage younger children to develop their speaking, listening and understanding.
- The childminder is a good role model and supports children to understand expectations for behaviour. She encourages children to learn to share, negotiate and be kind to others. The childminder is gentle in her approach and encourages younger children to manage their emotions effectively. She provides clear and age-appropriate messages to help children to understand how their behaviour may have an impact on others.
- The childminder's care practices help children to become confident and resilient. She offers an inclusive provision so that all children feel included. She recognises when children need reassurance and helps every child to feel valued. Children's independence is fostered well and they are supported with developing their self-care skills. Children have lots of opportunities to be physically active.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities to keep children safe. She knows the signs and symptoms of abuse and has detailed procedures for making a referral. She is confident to liaise with appropriate agencies in the event of a concern about a child. The childminder updates her safeguarding knowledge regularly and keeps up to date with any relevant changes to legislation. She has completed training to update her knowledge on wider safeguarding issues, such as the 'Prevent' duty, and is signed up to the local safeguarding partnership updates. She ensures safeguarding remains at the forefront of her mind.

What does the setting need to do to improve?

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

- enhance self-evaluation and professional development to reflect on practice, and continue to build on knowledge and skills, to develop teaching further
- use what is known about children's individual needs to plan more specifically and provide the optimum challenge to help all children sustain high levels of concentration.

Setting details

Unique reference number	EY426963
Local authority	Staffordshire
Inspection number	10066026
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Leek, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector had a tour of the premises. She discussed the childminder's provision and how it is organised to meet the needs of the children attending.
- The inspector observed a range of activities and evaluated the quality of teaching and learning.
- The inspector completed a joint observation with the childminder and discussed her evaluation of the activity.
- The inspector spoke to the childminder at appropriate times during the inspection and discussed her evaluation and monitoring of the provision.
- The inspector looked at documentation, including evidence of the suitability of the childminder and adults in the household, and training certificates
- The inspector spoke to parents and took account of their written feedback. She spoke to and interacted with the children.

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