

# Childminder report

---

Inspection date: 13 January 2020

<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

The childminder provides a warm and welcoming environment where children feel safe. She is caring by nature and recognises when children need a little extra support. Children's physical and emotional well-being are central to the childminder's practice. The childminder consistently encourages children and praises them for their achievements. She promotes sharing, turn taking and using manners. As a result, children's behaviour is good. Children listen carefully and are familiar with routines. The childminder has a good range of toys and resources. Even very young children can make independent choices about their play. Toddlers busily explore the space and equipment. The childminder ensures that there is enough space so that children can further develop their physical skills. For example, when children are beginning to walk, she ensures the floor is free from clutter and that there is appropriate equipment for them to use to pull themselves up. The childminder offers an array of learning experiences for children. She takes them out on visits and outings in the local community. For example, they go to local parks, the library and museum, and enjoy walks at a nearby lake. This helps to broaden children's understanding of their local community and the wider world.

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

- The childminder takes time to settle children in gradually. She gathers vital information from parents about what their child can do when they first start at the setting. She uses this information to help children to settle and to plan activities that support their learning from the outset.
- The childminder responds well to children's individual care needs. She is quick to recognise when children may be hungry, tired or in need of a cuddle. Children have opportunities to develop their growing independence. For example, they wash their own hands before they eat. The childminder ensures that children have frequent opportunities to be physically active. For example, they play in the garden and go for walks.
- The childminder has a good knowledge of children's skills and capabilities. She uses her observations of children's play to help her to identify their next steps for learning and plan interesting activities. However, she does not always make the best use of this information to target her teaching with precision, to help children achieve their next steps as rapidly as possible.
- The childminder supports children's communication and language development well. She talks to children, asks questions and introduces new vocabulary. She provides children with opportunities to listen to stories and they enjoy favourite songs and nursery rhymes, such as 'Twinkle, Twinkle, Little Star'. She models positive and respectful interactions, and children naturally follow her lead.
- Young children are able to explore and experiment. For example, they scoop up varieties of rice. The childminder encourages children to count as they examine

the legs on a spider or build a tower of bricks. Children are motivated to learn and eager to engage in activities for long periods of time.

- The childminder attends toddler groups and meets with other childminders. This allows children to meet other people and gives them a wider circle of friends. The childminder recognises the importance of children becoming more independent before they start nursery or school. The childminder shares information with teachers when children move on to school.
- Partnerships with parents are in place. The childminder offers an inclusive setting and children's uniqueness is encouraged and celebrated. Parents are invited to be part of the process of ongoing assessment and share 'wow' moments to mark children's achievements. However, the childminder does not consistently offer parents ideas or suggestions to extend their children's learning and development at home.
- The qualified and experienced childminder is a reflective practitioner. She encourages parents to share their views of the provision, for example, by sending out questionnaires to help her to identify any areas for future improvement. She ensures that children are engaged in their learning and that they consistently make good progress. The childminder reviews her knowledge and looks for opportunities for continued professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and wider safeguarding issues. She understands the referral processes she would carry out if she had concerns about a child's welfare. She recognises the possible signs and symptoms of abuse. Furthermore, the childminder understands the procedures to follow should an allegation be made against her or a member of her household. She supervises children well and ensures that they are safe at all times. The childminder carries out regular risk assessments indoors and when on outings in order to minimise any risks. The childminder regularly refreshes her safeguarding training.

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

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

- make better use of detailed information about children's development to target teaching even more closely and help children to make even better progress
- consider ways to enhance partnerships with parents to support children's home learning even further.

## Setting details

<b>Unique reference number</b>	EY548789
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10109077
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Endon, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Jacqueline Coomer

### Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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 2020