

Childminder report

Inspection date: 19 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are comfortable and relaxed in the childminder's inviting home. They benefit from a selection of good-quality resources and toys that support their learning and development. Children take part in regular outings to the local park and library, to help develop an understanding of their community and the wider world. Children are independent and confident in making choices and clearly express their thoughts and ideas. The childminder interacts well with the children. She introduces new vocabulary and narrates children's play. Children display exceptional communication and language skills. Children's behaviour is excellent. They have impressive manners and say, 'please' and 'thank you' without needing to be prompted. Children are self-motivated learners and become deeply engaged in their free play. They display good imagination and creativity. Children thoroughly enjoy exploring the range of interesting resources and find imaginative ways to use them. They make good progress during their time with the childminder. The childminder supports children to develop an active lifestyle. For instance, they have lots of fun practising their physical skills at the local park and soft play centre. The childminder is friendly and attentive to children's needs. They develop secure attachments to the childminder, which helps them to feel safe and secure in her care.

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

- The childminder displays a good understanding of how children learn and develop. She observes children as they play and evaluates their progress. This helps her to identify their different interests and next steps in learning. As a result, children are making good progress from their starting points.
- Children are supported to develop a love for books. They freely choose from a range of books on offer to them. They look closely at the pictures and talk about what they see. Children also enjoy visits to the library, where they take part in group singing and story time sessions. This helps children to build confidence in social situations and develop new friendships.
- The childminder plans a range of enjoyable activities. Children have lots of fun playing with toy dinosaurs in a tray of shaving foam. They laugh and exclaim, 'my hands are messy'. The childminder asks a range of open-ended questions as children play, which supports their thinking skills. However, there are times when she does not make the most of opportunities to inspire children to maintain their interest in activities and extend their learning even further.
- Children develop good pencil control as they engage in mark-making activities. They describe what they have drawn and tell the inspector they have drawn their 'Mummy and Daddy'. The childminder encourages children and praises them for their achievements. This helps them to feel valued and contributes to developing children's good levels of self-esteem.

- Children are supported to develop their independence and self-care skills in preparation for their eventual move on to school. They learn to put on their shoes and coats before they go outside. The childminder supports children's interest in music. For instance, they have lots of fun using a wooden spoon to hit and tap metal pots and plates. Children display excellent hand-eye coordination and become excited by the different sounds they make.
- The childminder keeps her knowledge and skills up to date and attends regular training. To further support her continuous professional development the childminder regularly meets with other local childminders, to share knowledge and best practice.
- The childminder has established positive relationships with parents. She keeps them informed about the care their children receive and the progress they are making. The childminder gathers information from parents about their child's needs and interests. However, she has yet to develop and fully embed an effective way to gather information, before care begins, about what children of all ages already know and can do. Parents speak highly of the childminder. They say their children are always happy and they are very lucky to have her as their childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of the signs and symptoms which may suggest a child's welfare is at risk. She has a good understanding of safeguarding protocols and actions to take if she has any concerns about a child's safety. The childminder keeps her knowledge up to date on wider safeguarding issues, including her duty to prevent children being drawn into situations that put them at risk. The childminder implements policies and procedures which help to support children's well-being. Her home is safe and secure. She conducts regular risk assessments of her home and when children take part in outings.

What does the setting need to do to improve?

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

- review methods to gather more detailed information from parents about what children already know and can do when they start to attend, to clearly establish their starting points in learning
- recognise opportunities that present themselves to enhance children's learning and development even further.

Setting details

Unique reference number	224361
Local authority	Stoke-on-Trent
Inspection number	10115943
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	3
Number of children on roll	7
Date of previous inspection	7 October 2015

Information about this early years setting

The childminder registered in 1993 and lives in Stoke-on-Trent. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning was observed by the inspector.
- The inspector took into account the views of parents from written testimonials.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.

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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