

Childminder report

Inspection date: 11 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the well-organised and friendly provision. They settle quickly into the home-from-home environment and build close relationships with the childminder and her assistant. Younger children play happily alongside older children, who are caring and helpful towards them. For example, they encourage young children to name pictures on flash cards and read together.

Children develop their independence during established routines. They take off their coats and shoes, help to tidy toys away and wash their hands before eating. Children have consistent opportunities to access the fresh air. They talk about the games they play in the childminder's large garden and enjoy accompanying the childminder as she takes the older children to school.

Children develop the skills which will help them to move to their next stage of learning. They show their knowledge of shapes and colours as they sort wooden blocks by colour and shape groups and then place them on the matching coloured plate. Children count confidently and understand concepts, such as 'more than' and 'less than'. They develop their fine motor skills and show increasing dexterity as they use plastic tongs to manipulate and transfer small objects.

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

- Children are confident and enjoy their time with the childminder. They have a strong sense of belonging. For example, they approach the childminder for 'snuggles' on the sofa and climb onto her knee to sing nursery rhymes.
- The childminder has high expectations of children's behaviour. She offers lots of praise and encouragement and promptly challenges any unwanted behaviour. Consequently, children develop their understanding of right from wrong.
- Children are well prepared for school. The childminder helps to familiarise older children with the school routine by encouraging them to bring in their 'kit' for physical education sessions. She invites teachers from the local school into her home to talk about children's next steps in learning and meets with parents to discuss transitions to school.
- The childminder carefully plans for the delivery of the curriculum. She builds on what children already know and is passionate about finding new and exciting experiences which help them to learn. For example, children giggle as they sit under the table to take part in an 'upside-down' mark-making activity.
- The childminder is committed to the professional development of herself and her assistant. She is proactive in sourcing training opportunities. She regularly attends courses offered by the local authority and takes part in web-based learning. She ensures her assistant is up to date with mandatory training and shares information from the courses she has attended.

- The childminder has developed strong partnerships with parents, who speak highly of the service she provides. She uses an online learning journal of photographs and observations to document children's learning and identify their areas for development. The childminder shares this information with parents to keep them up to date with their child's progress.
- The childminder has a clear understanding of each child's individual needs and supports them extremely well. She skilfully adapts and differentiates activities so that all children can participate.
- Children take part in a range of activities in their local community. They visit the farm, the library and attend music-and-movement sessions. This helps them to develop their social skills and knowledge of the local area.
- The childminder offers a varied menu of healthy meals and snacks which she prepares each day. However, children are not always encouraged to make healthy choices about what they drink throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She can recognise the signs of abuse and neglect and knows how to act swiftly to protect the children in her care. She ensures that her assistant is fully trained and is aware of the action to take if he is concerned about a child. Both the childminder and her assistant have completed training to ensure that they are up to date with wider safeguarding concerns, such as extremism and radicalisation. The childminder keeps her premises secure and undertakes careful monitoring to ensure that there are no hazards to children.

What does the setting need to do to improve?

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

- develop children's understanding of the importance of healthy food and drink choices as part of a healthy lifestyle.

Setting details

Unique reference number	EY449703
Local authority	Staffordshire
Inspection number	10075216
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	12
Number of children on roll	20
Date of previous inspection	1 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Blythe Bridge. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant for part of the day.

Information about this inspection

Inspector

Justine Cope

Inspection activities

- The inspector took part in a learning walk with the childminder. They discussed how the childminder organises her provision and delivers the curriculum.
- The inspector viewed a sample of documentation, including the childminder's training records, children's learning journals and the safeguarding policy.
- Parents spoke to the inspector about their experiences with the childminder and the setting. The inspector also took account of written feedback received from parents and children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and looked at their work at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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