

# Childminder Report

<b>Inspection date</b>	17 May 2018
Previous inspection date	18 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder regularly checks children's rate of progress to help identify any gaps swiftly and plan for these, such as to enhance children's communication and language development.
- The childminder's assessment of children's starting points is robust. She works well with parents to identify children's capabilities when they start.
- The childminder observes children's learning, assesses their progress and plans good-quality learning experiences. She teaches children the skills they need for the next stage in their learning, including school.
- Children have a strong bond with the childminder and actively ask her to join in their play, such as to build a 'princess castle' together.
- The childminder manages children's behaviour effectively. She intervenes appropriately in younger children's play to remind them of the rules, including being kind to others.

### It is not yet outstanding because:

- The childminder's evaluation of her teaching is not robust enough to identify professional development needs and enhance the quality of teaching further.
- Occasionally, during whole-group activities, the childminder does not promote children's level of engagement to the highest level.

## What the setting needs to do to improve further

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

- enhance evaluation to critically identify ways to build on the already good-quality teaching through professional development opportunities
- strengthen teaching to help further increase children's level of engagement and concentration during whole-group activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning. He completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector viewed all areas of the childminder's home and garden used by the children.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder considers the views of children she cares for when deciding how to plan for her provision. For example, she asks children what outings they would like to go on and plans for these. The childminder resources her home well, including with toys that promote children's learning about those who are similar or different to themselves. Safeguarding is effective. The childminder is knowledgeable about how to identify abuse and extreme behaviours that might put children at risk. She understands the procedures for reporting concerns about children's welfare. The childminder minimises risks to children in her home. For example, she takes steps to help ensure children cannot access the garden pond by securing it with a metal mesh cover and a fence.

### Quality of teaching, learning and assessment is good

Teaching is strong. Since the last inspection, the childminder has developed her teaching skills, including role modelling to children how to use equipment. This helps children to succeed in their learning independently through copying what the childminder has shown them. Children enjoy being expressive. For instance, the childminder leads a music activity. She invites children to choose songs to sing and instruments to play, helping them to make their own independent choices. The childminder sings enthusiastically with the children. Older children sing the songs with her and younger children have a go at doing the actions.

### Personal development, behaviour and welfare are good

The childminder effectively promotes children's healthy lifestyles. She allows children to play outside for much of the day. While in the garden, children get exercise and fresh air. The childminder gives children meaningful praise for their achievements. This helps children to understand what they have done well and promotes their good levels of self-esteem further. Some children are due to move on to school at the start of the next academic year. The childminder is starting to prepare children well for their move, such as taking them to the local schools to meet their teachers and build relationships with them before they start.

### Outcomes for children are good

All children make good progress in their learning. They have good physical skills and move in different ways, such as stretching up tall and marching while they sing along to songs. Children are polite. They use good manners, including saying 'please' and 'thank you' for things that they ask for. Younger children are developing good self-care skills and can feed themselves during mealtimes.

## Setting details

<b>Unique reference number</b>	EY398434
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1102210
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 March 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Blurton, Stoke-on-Trent. She works with another childminder. The childminder operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She receives funding to provide free early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

