

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 15 January 2019 |
| Previous inspection date | 4 April 2016    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>2 |
|---------------------------------------------------------------|-------------------------------------------------|----------------------------|---------------|
| Effectiveness of leadership and management                    |                                                 | Outstanding                | 1             |
| Quality of teaching, learning and assessment                  |                                                 | Outstanding                | 1             |
| Personal development, behaviour and welfare                   |                                                 | Outstanding                | 1             |
| Outcomes for children                                         |                                                 | Outstanding                | 1             |

## Summary of key findings for parents

### **This provision is outstanding**

- The childminder works with a co-childminder and an assistant. She communicates exceptionally well with them and together they plan extremely well-organised routines. The childminder meets children's needs to an extremely high level, and children's behaviour is exemplary.
- The childminder is highly responsive to children's needs and wishes. Every effort is made to involve parents in their children's achievements and the next steps in their learning. Parents express high levels of satisfaction with the quality of their children's care and learning.
- The childminder instils in children an excellent understanding of how to be healthy and she promotes highly positive attitudes to nutritious foods. For instance, the children eagerly explore fruit and vegetables that they harvest at the local allotment.
- The childminder promotes all children's speech and language development exceptionally well. The childminder and her co-childminder speak slowly and clearly, introduce new vocabulary and give children plenty of time to think and respond.
- Arrangements to support children's transition into school are first class. The childminder skilfully plans times when children can visit their new school environment and engage in activities, such as transition days, to ease the move to school.

## What the setting needs to do to improve further

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

- continue to enrich the innovative range of activities and experiences for children by continuing the professional programme of development to build on the already excellent practice.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed activities and spoke to the childminder and children at appropriate times.
- The inspector held discussions with the childminder and her co-childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the written views of the parents.

**Inspector**  
Shan Jones

## Inspection findings

### Effectiveness of leadership and management is outstanding

The well-qualified, experienced childminder creates an extremely high-quality provision where children are safe and thoroughly enjoy learning. Teaching is outstanding. Children are highly motivated to join in with activities. The childminder follows children's ideas and interests, and plans precisely for their next steps in learning. The childminder continuously reviews the quality of her provision. Safeguarding is effective. The childminder has an excellent knowledge of the procedures that enable her to protect children from harm. She works with her co-childminder to monitor her assistant extremely well and ensures that they all complete regular safeguarding training. The childminder is conscientious about children's safety and welfare. Children rapidly learn ways in which they can keep themselves safe. The childminder teaches children from a young age about road safety and the procedure to follow in the event of an emergency.

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

Children benefit significantly from the childminder's extremely sensitive and highly engaging manner. The childminder is highly skilled at using every situation to maximise learning opportunities and encourage the children to take part and 'have a go' in all activities. For example, she uses children's interest in animals to help them learn to match numbers. Children repeatedly count throughout the activity, consolidating what they already know, and this helps them to understand the value of written numerals. Children are inspired to persevere as they explore the play dough and concentrate intently on cutting the dough with safety knives. Children discover how technology works and explore a rich range of programmable toys. For example, children have lots of fun as they ask the virtual digital assistant to play a song for them, recognising that as the computer hears their voices it does what they say.

### Personal development, behaviour and welfare are outstanding

Children are extremely happy and confident. The childminder's sensitive and caring style supports children to form secure attachments with her. This helps children to settle well and their emotional needs are exceptionally well met. Children are given opportunities to make choices about their care and play experiences. They confidently select resources and lead on their play ideas. This helps to develop children's engagement, independence and enjoyment. The childminder, co-childminder and her assistant are excellent role models. They have high expectations of positive behaviour which the children confidently achieve. Children already show a mature understanding of waiting their turn and sharing with others. Very high-quality information is gathered from parents when children first start attending and during the child's time in the setting. The childminder uses this exceptionally well to provide continuity in children's emotional and physical well-being.

### Outcomes for children are outstanding

Children are exceptionally prepared for school. They develop vital social and emotional skills and are very skilful communicators, who learn in a literacy-rich environment. For example, they relish listening to music, singing songs and sharing stories and they demonstrate a very good knowledge for their age of using the sounds that letters represent.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY360851                                                                          |
| <b>Local authority</b>             | West Sussex                                                                       |
| <b>Inspection number</b>           | 10066725                                                                          |
| <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>       | 0 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 13                                                                                |
| <b>Date of previous inspection</b> | 4 April 2016                                                                      |

The childminder registered in 2007. She lives in Bognor Regis, West Sussex. The childminder operates her service on Monday to Thursday from 7.30am to 5pm. She has a recognised childcare qualification at level 3. She works with a co-childminder and employs one childminding assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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