

# Childminder Report

**Inspection date**

19 May 2016

Previous inspection date

15 December 2010

| <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 and her assistant provide a wealth of stimulating learning opportunities tailored to children's individual needs.
- The childminder regularly observes children as they play. She uses this information to plan opportunities and experiences to help support children's ongoing development.
- The environment is warm and welcoming. The childminder and her assistant are affectionate, nurturing and positive role models for children.
- The childminder has a good knowledge of the safeguarding and welfare requirements and supports children's safety well. She is vigilant in her supervision of children.
- The childminder monitors and evaluates her provision well. She identifies clear targets for continuous improvement and gathers feedback from her assistant, parents and children. Parents' feedback is very positive.

**It is not yet outstanding because:**

- The childminder does not always maximise opportunities to further extend children's literacy skills. For example, developing their awareness of key words within the environment and that print carries meaning.
- The childminder does not always work with other settings children attend as effectively as possible to help further support continuity of care and learning.

## What the setting needs to do to improve further

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

- build on children's literacy skills to help develop their awareness of key words within the environment and that print carries meaning
- establish stronger links with other settings that children attend and encourage them to share even more information about children's learning and care.

### Inspection activities

- The inspector observed children's activities in the childminder's home and garden.
- The inspector talked to the childminder about children's activities.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation, including assessments of children's learning, safeguarding procedures, the childminder's self-evaluation and training records.
- The inspector spoke to parents and took account of parents' views obtained from letters they wrote for the inspection.

### Inspector

Shan Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of child protection guidance and they have a clear understanding of what to do if they have a concern about a child. The childminder has high expectations of her assistant and monitors her practice well, for example, she effectively targets training needs. The childminder closely tracks and assesses children's progress. The childminder is able to quickly identify any areas where children may need extra support. She successfully works with parents to help to ensure they are kept informed of their children's needs. For example, she translates documentation to enable parents to fully understand information shared with them. Parents are complimentary about the childminder and the service that she provides.

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

The childminder and her assistant regularly observe children to find out what they know and can do, and to plan for their future learning. Children are cared for in a well-resourced environment and have regular access to outdoor areas. Children are enthused and highly involved in the activities they choose. They show willingness to try new activities and develop new skills. For example, children have fun hitting balls into a basket and marking their success on a score sheet. The childminder and her assistant play alongside children. They use a range of different teaching strategies to extend children's individual learning.

### Personal development, behaviour and welfare are good

Children have strong relationships with the childminder and her assistant. They are happy and settled in the setting. They enjoy cuddles, praise and constant reassurance. The childminder gathers detailed information from parents, helping her to meet children's emotional needs. She organises her home well to provide a welcoming and visually stimulating environment. Children participate in a wide range of experiences, such as sensory play with soil and toy dinosaurs. The childminder and her assistant are polite and responsive to children. This helps children to develop good manners and to be kind and considerate to others.

### Outcomes for children are good

Children are supported well to achieve to their full potential. They develop good social skills and they learn to value and respect others. They are active learners and engage well in learning opportunities. They develop good listening skills and are keen to follow instructions. Children who speak English as an additional language make good progress in their language development, which helps to prepare them for their move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY411728                                                                          |
| <b>Local authority</b>             | West Sussex                                                                       |
| <b>Inspection number</b>           | 831945                                                                            |
| <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>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 15 December 2010                                                                  |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2010 and lives in Chichester, West Sussex. She works with an assistant and operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for children aged two, three and four years.

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