

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 29 January 2019 |
| Previous inspection date | 15 March 2016   |

| <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 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 is kind and caring. She provides a stimulating learning environment, and children display loving and trusting bonds with her.
- Children are happy and engaged learners. They show increasing abilities to attempt things by themselves and concentrate on tasks.
- Partnerships with parents are well established. The childminder fully involves them in all aspects of their children's development and in setting the next steps in their learning. Parents comment that they feel very privileged to have found the childminder and that she is a credit to her profession.
- The childminder provides children with many opportunities to explore the outdoors to build on their awareness of playing well with others. They go to many playgroups and on outings to broaden their experiences.
- Children progress well. The childminder closely monitors and tracks their learning to help her to quickly identify gaps and provide additional support if required.
- The childminder is consistent in her approach of helping children to understand the boundaries for good behaviour and her expectations of them. They show increasing levels of tolerance in working together.
- The childminder does not successfully share information with other settings that children attend, which does not provide them with continuity towards their future learning and progress.
- The childminder does not plan for her own professional development, to continuously raise her knowledge and understanding to higher levels.

## What the setting needs to do to improve further

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

- share information with other settings that the children also attend, to provide them with continuity towards their future learning and progress
- plan for more professional development opportunities, to continuously raise knowledge and understanding to higher levels.

### Inspection activities

- The inspector had a tour of the areas of the home used for the childminding provision. The inspector took into account the written views and comments of parents.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and children's developmental records.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision. The inspector also discussed the current systems used for sharing information with other settings that children attend.

### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder is reflective in how she can raise the quality of her provision. She values the comments and views of parents and children to help her to identify areas for improvement. She uses robust risk assessments to help to keep children safe when at home and when on outings. The childminder has a good range of policies and procedures that she regularly reviews, to keep them up to date. She has worked well towards meeting the recommendations from her last inspection. For example, children are very independent in all areas of their self-care and the childminder constantly encourages younger children to develop these skills quickly.

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

The childminder knows the children well. She understands that they develop at different rates and is skilled at quickly adapting her practice to support all of the children in her care. The childminder makes regular observations on children's progress to precisely plan for further challenges. Parents are fully involved in helping to set the next steps in their learning through constant communications and the sharing of assessment reports. The childminder supports the early mathematical and literacy skills of children to help them to develop a deeper understanding. For example, children use their improving estimation skills as they build towers with wooden shapes and count to high numbers before they fall down. Younger children copy older children in trying to recreate their own towers with coloured blocks while repeating simple numbers. Children enjoy finding different letters in the playroom and older children recognise letters in their own names.

### Personal development, behaviour and welfare are good

The childminder has high expectations for the children in her care. She gathers an abundance of information when children first start with her, to help them to settle quickly and build a strong sense of belonging. Children have many opportunities to build on their physical skills and to make healthy choices. The childminder's garden provides children with wonderful experiences of learning about nature, and they go on walking adventures on the farm. Children are supported to learn about caring for animals and birds to help them to develop a sense of empathy. For example, they enjoy making bird feeders with the childminder to provide food for the birds during the harsh winter.

### Outcomes for children are good

Children are enthusiastic learners. They are progressing well from their initial starting points. Children show perseverance in completing tasks by themselves. For instance, they use their own solutions to work out how to fit different shapes onto wooden pegs. They explore a wide range of early technology to build further on their learning. Children are developing the necessary skills they require for the next stages in their learning and their move on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY421291                                                                          |
| <b>Local authority</b>             | West Sussex                                                                       |
| <b>Inspection number</b>           | 10066739                                                                          |
| <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>       | 2 - 7                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 15 March 2016                                                                     |

The childminder registered in 2011 and lives in Pulborough, West Sussex. She provides care all year round, Tuesday to Friday from 8am to 6pm. The childminder holds a level 3 diploma in home-based childcare.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

