

# Childminder Report

## Inspection date

15 June 2015

## Previous inspection date

5 October 2011

| The quality and standards of the early years provision                                 | This inspection:     | Requires improvement | 3 |
|----------------------------------------------------------------------------------------|----------------------|----------------------|---|
|                                                                                        | Previous inspection: | Good                 | 2 |
| How well the early years provision meets the needs of the range of children who attend |                      | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children            |                      | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision        |                      | Requires improvement | 3 |
| The setting <b>does not meet legal requirements for early years settings</b>           |                      |                      |   |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The checks made on children's progress are not fully effective. The childminder is not always aware of where children are in their development. This means she does not always plan experiences that help them progress well.
- The childminder does not effectively plan or organise good quality experiences for the younger children to try moving in different ways, particularly when outside. As a result, these children are not always keen to participate and develop their physical skills when outdoors because equipment provided is not the right size for them.

### It has the following strengths

- The childminder provides particularly stimulating first-hand experiences that help children to develop a very good understanding of the natural world that includes helping to care for a variety of animals, reptiles, poultry and birds.
- The childminder introduces and repeats words often and describes what she is doing or what is happening. Doing so helps children to link words to actions and helps their speech development.
- The childminder helps children understand that they will eventually go to school and provides experiences that develop their confidence in readiness for the move.
- The childminder fully understands her responsibility to protect children from harm. She takes positive steps to help ensure children's safety. She completes daily safety checks and is vigilant in ensuring safety gates are closed. These help to keep children safe.
- Children develop a good understanding of eating healthily. The childminder provides them with first-hand experiences of how some fruits, such as strawberries, are grown.

## What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- check children's progress carefully to decide exactly what children need to learn next
- provide appropriate experiences outside that encourage the younger children to explore different ways of moving.

## Inspection activities

- The inspector observed the childminder's interactions with children.
- The inspector held discussions with the childminder that included safeguarding.
- The inspector sampled a range of documentation including the childminder's risk assessment.
- The inspector took into account the views of parents through letters they had written.

## Inspector

Jacqueline Walter

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The childminder has a suitable understanding of how to support children's learning and development. However, she does not plan and organise her outdoor area to reflect the children's needs sufficiently. There are few resources set out that interest the younger ones, which restricts their individual play and learning. Nevertheless, when the childminder joins in with children's play, she keeps them interested, such as by showing how to make different items work, such as battery-powered toys. As a result, they excitedly learn to operate these. This helps children to develop their hand-eye coordination as well as their early understanding of technology. The childminder encourages children to gain further hand control by filling and emptying different sized containers during water play. Activities such as these help the children to develop their early understanding of mathematics too.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder has an adequate range of resources but she does not make good use of some. She admits that those suited to the younger children, such as a slide and ride-on toys, are stored elsewhere. This stops those children from gaining some new physical skills quickly, such as climbing. The childminder has a caring relationship with children. She uses good strategies to help settle children in. She encourages parents to share information on the children's favourite activities and makes sure these are available, so children enjoy themselves. Children become confident and secure by enjoy seeking cuddles from the childminder. The childminder looks after children well. For example, she wipes the children's hands and talks about making these clean. This helps the children to develop an understanding of good hygiene routines. The childminder uses lots of praise and helps children understand her expectations. For example, she encourages them to help to tidy away their toys. This helps children know how to behave well.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder does not meet the learning and development requirements. She does not identify children's starting points in learning or check the progress they make carefully. This weakness prevents her from meeting children's individual learning needs well. The childminder evaluates her practice and implements plans to improve outcomes for children. For example, after identifying a need to improve her teaching skills, the childminder has completed a relevant qualification. She now uses positive language to help children understand, which encourages their self-esteem. However, she has not addressed one recommendation from her previous inspection fully that concerns her outdoor environment, so has not maintained the high standards of her previous inspection. The childminder welcomes children's views. For example, the older children help her to plan the menu for their meals. This helps children to understand healthy eating.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY427249       |
| <b>Local authority</b>             | West Sussex    |
| <b>Inspection number</b>           | 823311         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 8          |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 4              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 5 October 2011 |
| <b>Telephone number</b>            |                |

The childminder registered in 2011. The childminder lives in Rustington, West Sussex. The childminder offers care all day from Monday to Friday from 7am to 6pm. The childminder holds a recognised qualification at Level 3.

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