

# Childminder Report

**Inspection date**

15 June 2016

Previous inspection date

7 January 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---------------------------------------------------------------|-------------------------|--------------|----------|
|                                                               | Previous inspection:    | Satisfactory | 3        |
| 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 encourages children's speaking and listening skills well. For example, she offers them lots of opportunities to hear and use new words as they play. Children enjoy using the words they know as they describe the world around them. Children make good progress from their starting points.
- The childminder is caring and positive with the children. She is attentive to their care needs and offers them appropriate affection. Children behave well and demonstrate that they are happy and secure in her care.
- Parent partnerships are good. The childminder keeps parents well informed about children's welfare and learning. They work well together to help them support children's learning at home and in the setting.
- Children's independence skills are encouraged well throughout routines and activities. For example, the childminder involves children in tidying away toys and in blowing their noses.

### It is not yet outstanding because:

- The childminder does not always monitor children's progress precisely to help her identify any possible gaps in their learning.
- The childminder does not routinely take into account the views of parents and children to help strengthen her self-evaluation process further.

## What the setting needs to do to improve further

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

- build on the already good systems for monitoring children's progress to provide an even sharper focus on identifying any gaps in learning and development
- continue to develop the self-evaluation process and strengthen opportunities for parents to contribute their views.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

### Inspector

Benjamin Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has worked hard to raise the quality of her practice to a good level. She has improved the way that she plans to encourage children's development and guide their learning. She now observes children closely and plans challenging next steps in learning to encourage further progress. The childminder is keen to continue to improve her knowledge and skills. For example, she has good links with other professionals and shares ideas and good practice. The childminder considers the effectiveness of her resources and introduces new toys to encourage learning in a range of areas. She recently added new opportunities for children to further develop their early writing skills. Safeguarding is effective. The childminder has good knowledge of how to protect children and follows her detailed policies and procedures.

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

The childminder provides a welcoming, stimulating environment, and this helps to support children's learning and development effectively. Children show good motivation in their learning and spend a large amount of time engaged in activities. For example, children take their time choosing ingredients and carefully preparing a meal in the role play kitchen. The childminder extends children's learning well through their chosen play. For instance, she encourages children to identify the shapes and colours of bricks and to count them as they build towers.

### Personal development, behaviour and welfare are good

The childminder is kind and nurturing. Children enjoy her affection and are keen for her to join in their play. The childminder encourages children's positive behaviour well and children learn to be gentle, kind and respectful of others. The childminder teaches children about keeping their environment safe and tidy, and children enjoy helping to put away activities and toys when they have finished with them. Children benefit from good outdoor play experiences. They regularly play in the well-resourced garden and take trips to local parks to explore nature and build their physical skills.

### Outcomes for children are good

Children enjoy their learning and focus well on their chosen activities. They use their imaginations and express themselves effectively. For example, they enjoy acting out scenarios with toy cars and people. Children communicate confidently, and they enjoy talking to the childminder and naming the toys they play with. Children learn good early writing skills and take their time to draw pictures and shapes carefully. Children have a clear early understanding of technology and enjoy exploring what happens when they press the different buttons on toys. Children concentrate well, make good progress and enjoy acquiring the skills they need for their future learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY449289                                                                          |
| <b>Local authority</b>             | West Sussex                                                                       |
| <b>Inspection number</b>           | 1049679                                                                           |
| <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>       | 2 - 7                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 7 January 2013                                                                    |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2012. She lives in Burgess Hill, West Sussex. The childminder provides care for children between 7.30am and 5.30pm, Monday to Thursday, during term time.

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