

# Childminder Report

**Inspection date**

27 February 2017

Previous inspection date

28 November 2014

| <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 provides a well-organised and welcoming learning environment for children. They make easy choices from a good variety of resources and play materials available in the inviting playroom.
- Children are happy and settled. They build warm, trusting relationships with the childminder, who effectively meets their individual physical and emotional needs.
- The childminder has a good knowledge of children's interests and needs. For example, she plans stimulating activities and outings that they enjoy. Children make good progress in their learning from their starting points.
- Parents are kept well informed. For example, the childminder provides regular updates about children's progress to help involve parents in children's learning at home.
- The childminder reflects on what she does and is motivated to continually improve the quality of her provision. For example, she has extended the support provided for children's early literacy skills since the previous inspection.

### It is not yet outstanding because:

- At times, the childminder does not make the most of opportunities to encourage children to do things for themselves.
- The childminder has not fully extended opportunities for children to explore and investigate the natural world.

## What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to do as much as possible for themselves
- extend opportunities further for children to explore the natural world.

### Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder throughout the inspection about her practice and about children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector read questionnaires completed by parents and took account of their views.
- The inspector looked around the areas of the childminder's home used by children.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any child protection concerns. She keeps up to date with changes in early years practice and continually develops her knowledge and skills, such as through training and research. The childminder makes good use of what she learns. For example, she found that a course helped her further improve the way she monitors children's development. The childminder regularly invites feedback from parents to help her monitor and evaluate the service she provides and identify priorities for future improvement. She works closely with any other settings that children attend, for instance, she shares information to help provide a consistent approach.

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

The childminder gets to know children well. For instance, she gathers detailed information from parents before children start. She observes children and monitors their progress closely. She quickly identifies any areas where they need extra support to help them catch up. The childminder responds to children's interests and extends their learning well. For example, she introduced new tools for children to use with dough and encouraged them to practise using them. Children concentrated well as they used rolling pins and cut out shapes. The childminder encourages children's language skills well, for instance, children eagerly joined in with songs. They enjoyed making music with instruments and moving their bodies to music.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children. She offers them gentle guidance and praise. Children behave well. They learn to value each other's similarities and differences, such as when they share their languages from home. The childminder checks the home each day to minimise hazards, to help provide a safe environment. She teaches children how to keep themselves safe, for instance, they take part in regular fire drills. The childminder supports children's good health effectively. For example, children understand that they need to wash their hands before they eat. Children play outside every day and enjoy practising their physical skills, such as when using the climbing equipment.

### Outcomes for children are good

Children are eager to take part in activities and motivated to learn. They make choices and decisions about their day, such as which activity they want to do next. Children develop good social skills. They play well together and learn to share and take turns. Children wait patiently and listen well. Children practise and develop new skills, such as putting their shoes on. They show an interest in books and are keen to share stories. Children are well prepared for their future learning and the move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY451562                                                                          |
| <b>Local authority</b>             | West Sussex                                                                       |
| <b>Inspection number</b>           | 1071525                                                                           |
| <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>      | 5                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 28 November 2014                                                                  |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2012. She lives in Worthing, West Sussex. The childminder cares for children from 7am to 6pm on Monday to Wednesday, from 7am to 3pm on Thursday and from 7am to 9am on Friday, throughout the year. She receives funding to provide free early education for children aged three and four years.

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