

# Childminder Report

**Inspection date**

3 September 2015

Previous inspection date

12 April 2011

| <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 knows children well, and the quality of the teaching is good. She provides a good range of well-thought-out activities that motivate and engage children in their play. As a result, they make good progress in their learning and development.
- Children enjoy close relationships with the childminder, and with each other. The childminder teaches children about good routines that promote their positive behaviour. Therefore, children are emotionally prepared for their next stage in learning, such as going to nursery or school.
- The childminder has built good relationships with parents and other settings that children attend. Regular exchanges of information mean that parents are kept well informed of their children's progress. Therefore, this helps them to effectively extend their children's learning at home.
- The childminder is well qualified and updates her skills and knowledge through her regular training. The childminder uses knowledge gained from recent training to enhance children's learning, for example, she has used recent training ideas to increase children's awareness of the wider world during activities.

### It is not yet outstanding because:

- The childminder does not always consider how the organisation of some resources may limit how children can independently choose these for themselves, particularly concerning activities that develop their early literacy skills.
- The childminder does not always make the most of opportunities to extend children's mathematical knowledge, for example, by using play activities to extend their awareness of shapes.

## What the setting needs to do to improve further

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

- provide more opportunities for children to be able to independently choose mark making materials during their play to extend further their early literacy skills
- strengthen children's understanding of shapes during their play to extend their knowledge of mathematics.

### Inspection activities

- The inspector observed teaching and the impact this had on children's learning, both inside and outside.
- The inspector spoke to the childminder and children during the inspection.
- The inspector took account of the views of parents, spoken to, and provided in writing, on the day of the inspection.
- The inspector toured the parts of the childminder's home that are used by the children.
- The inspector checked evidence of the suitability of the childminder, a selection of children's records and safeguarding policies, and discussed her self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the Early Years Foundation Stage, her role and responsibility to safeguard children and current government requirements. She provides children with good quality learning opportunities, which follow their current interests. The childminder regularly assesses and monitors the progress that children make. She uses this information to plan for children's future learning well so that they consistently make good progress. Safeguarding is effective. The childminder has a good understanding of how to safeguard children. She provides a safe and secure environment for children to play and understands what action she would take if she had concerns about a child's welfare. The childminder is committed to providing children and families with a good-quality setting. She regularly evaluates her practice and the quality of her provision, and uses the suggestions and comments from parents and children to identify areas of future progress. Therefore, she is able to consistently drive improvements.

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

The quality of the teaching is good. The childminder skilfully uses her skills and knowledge to extend children's learning. The childminder supports children's language and development well. For example, during activities she extends children's communication skills by encouraging them to share their views, and repeating back their words and introducing new ones to build their vocabulary well. Therefore, children are confident communicators and make good progress in their language skills. The childminder uses her regular observations to assess children's development, including completing the progress checks for children between the ages of two and three. Therefore, she is able to identify where children are not achieving as well as they might and puts plans in place to provide the support they need.

### Personal development, behaviour and welfare are good

Children are happy and confident, and are keen explorers. They develop good relationships with the childminder, who is kind and attentive to their individual needs. This supports their emotional development well. The childminder uses her daily routines to teach children about healthy lifestyles. For example, children enjoy making fruit kebabs at snack time as they learn about making healthy choices that promote their physical health. Children behave well in the setting, and the childminder talks to them about turn taking and sharing. Therefore, children learn about positive behaviour, and treat each other with kindness and respect. As a result, children develop strong friendships.

### Outcomes for children are good

All children make good progress. Children are learning about good routines that prepare them for their next stage in learning. For example, they build on their independent self-care skills so that they can manage their personal needs well.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY367494      |
| <b>Local authority</b>             | West Sussex   |
| <b>Inspection number</b>           | 835552        |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 0 - 8         |
| <b>Total number of places</b>      | 6             |
| <b>Number of children on roll</b>  | 8             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 12 April 2011 |
| <b>Telephone number</b>            |               |

The childminder registered in 2008. She lives in Midhurst, West Sussex. The childminder operates Monday to Friday, 7.45am to 6pm, for most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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

© Crown copyright 2015

