

# Childminder Report

**Inspection date**

11 September 2015

Previous inspection date

13 October 2010

<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 has a good knowledge of children's interests. She provides resources and activities that engage them in learning and she allows them time to explore. Therefore, children are motivated to learn and make good progress.
- Observation and assessment of children's learning is strong. The childminder has an excellent understanding of the Early Years Foundation Stage curriculum. She clearly monitors children's progress and identifies next steps which provide further challenge.
- The childminder understands the importance of evaluating her practice and making improvements. She considers parents' feedback and makes changes to her provision where possible. For example, she has provided parents with space to write comments in their children's daily diaries. This encourages parents to be involved in their children's learning.
- The childminder has secure relationships with all children. She encourages them to describe their thoughts and provides encouragement to promote their self-confidence.
- The childminder has good relationships with parents. She provides a variety of ways for them to communicate with her which suits the needs of everyone. She shares information daily with parents which involves them and enables them to extend their children's learning at home.

### It is not yet outstanding because:

- The childminder does not always help children understand the concept of time when they need to finish playing with their toy and let their friends have a turn.
- Occasionally, the childminder misses opportunities to develop children's independence and their learning, knowledge and understanding of the world.

## What the setting needs to do to improve further

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

- develop children's knowledge and understanding of time to further support their sharing skills
- develop further children's knowledge and understanding of the world and their independence skills.

### Inspection activities

- The inspector observed activities and the quality of teaching both indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed the childminder's written documentation, including her self-evaluation form.
- The inspector viewed all areas of the home used for childminding.
- The inspector took account of parents' views from written documentation.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to keeping her knowledge and understanding of current legislation up to date. Subscriptions to early years websites provide her with information which helps to improve her provision. The childminder also meets regularly with other childminders which allows them to share ideas and discuss further ways to improve their provision. This has a positive impact on the childminder's overall practice as she has a secure understanding of early years and legal requirements. Safeguarding is effective and the childminder understands her responsibilities in keeping children safe. The childminder's written documentation underpins her knowledge, which she shares with parents so they are also aware of her responsibilities towards their children. The childminder encourages children to take safe risks and learn how to keep themselves safe. For example, regular fire drills help them to understand the importance of how to respond in an emergency. Extensive observations and monitoring of children's learning means that they make good progress in their learning and development. The childminder shares these with parents and includes them when identifying next steps in their children's learning.

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

The quality of teaching is consistently good. The childminder plans themes based on children's interests, which influence a wide range of activities that children enjoy. For example, children read books about scarecrows and this lead on to making and decorating one. This was extended further and enabled children to use their imaginations, count different objects, develop their communication skills and learn about body parts. The childminder successfully promotes children's communication and language. She takes time to listen to their thoughts and ideas, and asks purposeful questions which encourage them to think. The childminder provides various opportunities for children to learn about the wider world. For example, children recently celebrated Australia Day, where they took part in traditional activities and spoke to someone in Australia. This develops children's understanding of people's differences and encourages them to respect other cultures.

### Personal development, behaviour and welfare are good

Children demonstrate confidence and excitement as they explore. This is because the childminder works closely with parents from the beginning to find out about their interests and routines. This helps children feel safe and secure with the childminder. The childminder has strong relationships with other settings that children attend. The childminder and key person work closely and meet regularly to discuss children's progress, share planning and next steps suggestions. This provides a consistent approach to learning which contributes to children's good progress. The childminder is a positive role model who encourages children to share and listen to each other. Consequently, children behave well and listen to instructions.

### **Outcomes for children are good**

Children are making good progress in all areas of their learning and development. This is because the childminder plans interesting and suitably challenging activities. This means children are able to develop the skills needed for future learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY384301
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	829887
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 October 2010
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Lancing, West Sussex. The childminder operates her service from Monday to Friday, between 7.30am and 5.30pm.

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