

# Childminder Report

<b>Inspection date</b>	12 October 2015
Previous inspection date	1 March 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 works in close partnerships with parents and other settings that children attend. For example, she uses effective communication methods to enable children to benefit from continuity of care and learning.
- The childminder uses efficient methods for assessing and monitoring children's progress and highlighting any potential gaps in learning. She clearly identifies children's next steps in learning and plans for activities that focus on these.
- The childminder continually develops her knowledge to ensure her provision meets legislation and to raise standards. She uses a range of methods to learn about her role and puts her findings into practice effectively.
- Children behave in a positive manner and the childminder reinforces good behaviour in her interactions with them. For example, she provides opportunities for children to develop skills that are essential when meeting and playing with others.
- The childminder promotes children's awareness of how to make healthy choices. For example, they discuss the health benefits of food and enjoy daily fresh air and exercise.

### It is not yet outstanding because:

- The childminder does not always act on opportunities to develop children's understanding of the different purposes of writing within the activities they enjoy.
- The childminder does not always word questions in a way that helps children to develop their own ideas and think about how they will carry out tasks.

## What the setting needs to do to improve further

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

- improve the wording of questions, to further encourage children to develop their ideas and think about how they will carry out tasks
- extend activities to include opportunities for the children to understand that writing can be used for different purposes.

### Inspection activities

- The inspector observed activities indoors and discussed with the childminder how she provides for outdoor play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector carried out a joint observation of an activity with the childminder.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a strong understanding of the procedures she has in place to safeguard children and follows these precisely. Parents are made aware of her responsibilities through clear and precise policies. The childminder follows strict procedures to help to ensure children are safe in her home and teaches children how to keep themselves safe. The childminder strives to achieve high standards and evaluates her practice honestly. She understands where weaknesses lay and takes effective action. For example, she is developing new resources to promote discussions to strengthen children's awareness of diversity.

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

Children learn skills through everyday routines. For example, the childminder promotes learning as they make lunch together. The childminder has a clear understanding of how young children learn and focuses activities on their interests. She adapts resources to meet their educational needs, for example, by changing the shapes of sandwiches when working on children's understanding of shapes. The childminder engages attentively in play with the children in order to teach through modelling and demonstration. Children develop a keen interest in books, for example, as the childminder sources stories that meet their interests.

### Personal development, behaviour and welfare are good

Warm and close relationships exist between the children and the childminder. Through this, children feel safe and secure. Conversation flows and children learn social skills as they interact together. The childminder values the children and supports the growth of confidence, helping them to feel self-assured. There are frequent celebrations of achievement where children feel proud of their achievements. For example, they clap their hands together after they succeed in an activity. Children feel respected, for example, because the childminder listens to their views and gives them opportunities to make choices. Children are able to see the resources available and make decisions about what to play with. This helps them to remain focused and happy.

### Outcomes for children are good

Children make good progress, meet identified outcomes for their ages and develop skills for the future. For example children show enthusiasm for numbers and meet challenges that the childminder sets to move them forward. The childminder supports them in developing the ability to carry out essential daily tasks with independence. This helps them to be ready for their next steps in learning and on to school.

## Setting details

<b>Unique reference number</b>	EY342196
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	828415
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 March 2011
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Crawley, West Sussex. The childminder's service opens five days a week, all year round. She also provides before-school and after-school care.

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