

# Childminder Report

## Inspection date

7 December 2015

Previous inspection date

10 May 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 promotes children's language and mathematical skills well. For example, she frequently reads and talks to children, and plays games involving problem solving and reasoning.
- Children enjoy their time in the dedicated play space where they can play safely. They freely choose resources, which promotes their independence well.
- The childminder regularly completes training to update her knowledge and understanding of good practice, to continually improve outcomes for children. For example, she completes training to help her support children's specific learning needs.
- Children behave well and use good manners without prompting. The childminder has high expectations of their behaviour, such as being considerate to each other.
- Children make good progress from their individual starting points. The childminder plans securely for their next steps in learning to help them develop the skills they need for their future learning.

### It is not yet outstanding because:

- The childminder does not always extend children's understanding of the importance of healthy lifestyles, such as eating well and why physical activity is good for them.
- The childminder has not strongly encouraged parents to contribute to evaluating her practice to help shape future improvements to her service.

## What the setting needs to do to improve further

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

- promote children's further understanding of keeping healthy to develop their awareness of taking care of their bodies
- strengthen ways for parents to contribute their views about the childminding provision, to help shape the service further to their children's needs.

### Inspection activities

- The inspector observed the childminder and her assistant engaging with the children indoors and outside.
- The inspector undertook a joint observation with the childminder of her co-minder.
- The inspector had discussions with children, parents and the childminder.
- The inspector sampled a range of documentation, including staff and children's records, safeguarding procedures and self-evaluation.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to keep children safe and the procedures to follow to protect their welfare. The childminder works closely with her co-childminder and assistants to provide consistently good care and learning experiences for children. She supports her assistants well and ensures they keep their knowledge and skills up to date, such as through training. The childminder evaluates her service and reflects on her practice to help her make suitable improvements. She works willingly with other early years providers and professionals to consistently support children's learning and development. The childminder is very experienced and has developed good teaching skills. She understands how to motivate and inspire children so they want to learn.

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

Children are creative and express their imaginations well. For example, they enjoy choosing and mixing paint colours, spreading the paint with brushes and their fingers to create their own pictures. This helps them to develop skills for early writing. The childminder monitors children's progress effectively. She recognises their achievements to help her plan how to challenge children's learning further. The childminder identifies any gaps in children's learning and takes appropriate action to close these. For instance, she seeks additional help and support when needed. Children enjoy the support of the childminder, who is very encouraging and joins in their play well. She asks questions to help them develop their thinking skills. Children develop their physical skills well. For example, outdoors they scoop and pour water and sand, and pedal wheeled toys.

### Personal development, behaviour and welfare are good

Children develop a clear understanding about rules, such as sharing and turn taking. This helps them play cooperatively together. Children settle well and show they feel secure through their trusting relationship with the childminder. They grow in confidence and are self-assured. The childminder encourages children's independence, such as dressing skills. For example, children learn to put on aprons, outdoor clothing and dressing up clothes. The childminder supports children's emotional well-being securely at times of change. For example, she takes them to visit the school so it is familiar to them before they start. The childminder provides good information to parents to keep them well informed. For instance, she provides written daily diaries for younger children and displays information about activities. This helps parents to understand their children's day and experiences to help continue their learning at home.

### Outcomes for children are good

All children make good progress in their learning and development. They are well prepared for the next stage in their learning and for starting school.

## Setting details

<b>Unique reference number</b>	115196
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	839971
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 May 2011
<b>Telephone number</b>	

The childminder registered in 1998 and lives in Felpham, West Sussex. She works with her daughter who is also a registered childminder, as well as an assistant every day. The childminder works from 7.30am to 6pm, Monday to Friday, for 47 weeks each year. She receives funding for the provision of free early education to children aged two, three and four years.

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