

# Childminder Report

**Inspection date**

16 December 2015

Previous inspection date

18 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 has high expectations of children's behaviour and role models positive behaviour and language. She actively promotes politeness, sharing and respecting each other.
- Procedures for establishing children's starting points and ongoing assessment are comprehensive and include input from parents. For example, ongoing written and verbal communication helps ensure that they share children's learning and development at home to promote continuity.
- A welcoming and well-resourced environment, both indoors and outdoors, helps the childminder support children's learning. Children settle well and respond positively to the childminder, for example, by listening and acting on instructions.
- Children develop good skills that help prepare them for the move on to other early years settings, including school.
- The childminder gets to know children very well. She provides affection and forms close bonds with children of all ages. Children are confident and keen to explore their surroundings.

### It is not yet outstanding because:

- On occasions, the childminder misses opportunities to encourage children to persist with activities and learn by their mistakes.
- Children do not have extensive access to opportunities that help them learn about the world around them through technology.

## What the setting needs to do to improve further

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

- build on the good understanding of how children learn to increase their opportunities to persist with activities even if they encounter difficulties
- increase the variety of experiences for children to understand and use technology.

### Inspection activities

- The inspector toured the inside and outside of the childminder's home, observing the quality of resources and teaching and the impact these have on children's learning.
- The inspector held discussions with the childminder.
- The inspector observed the childminder carrying out an activity with the children.
- The inspector sampled relevant documentation that is being used.

### Inspector

Claire Watson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder recently completed relevant training to update and expand her knowledge and understanding. She is fully aware of the procedures to follow that help protect children's welfare. The childminder keeps informed of current ideas for teaching and good practice ideas, such as by sharing information with other early years providers. She actively seeks the views of parents and children when evaluating the quality of her practice. She uses their feedback well to improve her service and resources. Overall, the childminder meets children's learning needs and interests with stimulating experiences and activities. She monitors children's learning effectively to identify any gaps in their development and provide additional support where necessary. The childminder supports children positively to gain an understanding of how to be tolerant and respectful of others.

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

The childminder effectively supports children of different ages and adjusts their experiences and activities to meet their individual needs. For example, older children increase their literacy skills as they join dots to write their names, and the childminder praises younger children for their mark making efforts. Children follow their interests as they play and the childminder adapts activities to keep them motivated. For example, younger children happily dab paint onto paper with cotton wool balls, and older children cut out and stick shapes to paper. The childminder extends all children's language development, such as using words to explain mathematics as they talk about shapes and colours. All children are keen to learn; for instance, they enjoy challenging physical play outside and help to look after the childminder's two rabbits.

### Personal development, behaviour and welfare are good

Children play kindly alongside each other; for example, older children let younger children ride past them on the garden path before continuing themselves. They show positive levels of self-control and positive behaviour. Children enjoy and benefit from the healthy meals and understand what foods are good for their physical well-being. Older children are independent in their personal hygiene needs and, for instance, they understand the need to wash their hands to get rid of germs. All children learn to understand about other people's differences.

### Outcomes for children are good

Children work within or exceed the levels of development typical for their age. They have strong emotional well-being. The older children gain useful skills in mathematics and literacy. They are ready to move on to school.

## Setting details

<b>Unique reference number</b>	EY291587
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	833803
<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>	6
<b>Number of children on roll</b>	14
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 May 2011
<b>Telephone number</b>	

The childminder has been registered since 2004 and lives in Burgess Hill, West Sussex. She is available from 7.30am until 6pm, Monday to Friday, for most of the year. The childminder has an appropriate childcare qualification. She receives funding to provide free early education for children aged two, three and four years.

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