

# Childminder Report

## Inspection date

7 January 2016

Previous inspection date

4 November 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 uses effective assessment systems to monitor children's development and identify their individual needs. She uses this information successfully to plan learning experiences. Children make good progress in their learning from their starting points.
- The childminder works in close partnerships with parents and other settings that children attend to promote continuity in their care and learning.
- Children develop an understanding about healthy lifestyles. For example, the childminder provides daily exercise and fresh air, and children participate in activities that help them to develop positive attitudes towards healthy foods.
- The childminder takes steps to develop her knowledge and refresh her practice regularly, to benefit children and their families. She keeps up to date with changes in legislation and amends her practice accordingly.
- Children develop good social skills and build friendships in the setting. They learn about social etiquette, such as sharing and turn taking.

### It is not yet outstanding because:

- The childminder does not always gather information from parents about children's achievements at home, to inform future planning of activities and experiences.
- The childminder does not always give children time to make discoveries or consider ideas before making a suggestion or asking a question.

## What the setting needs to do to improve further

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

- develop partnerships with parents further, to encourage them to share information about children's achievements at home, to target teaching as precisely as possible and help children to make the best possible progress
- help children to develop their own ideas and make discoveries for themselves.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors, and discussed the provision for outdoor play with the childminder.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's assessment records and planning.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector carried out a joint observation of children's learning with the childminder.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder displays confidence in her knowledge of safeguarding procedures. She informs parents of her responsibility to safeguard children, such as through clear and precise policies. The childminder follows steps to ensure children are safe in her home and on outings, including teaching them how to stay safe. For example, children follow rules when going for walks and understand the risk of traffic. The childminder has acted on recommendations from her previous inspection by improving her fire safety procedures. The childminder reflects frequently on her practice and makes changes in light of her own evaluations, or those from parents and children. For example, she has reorganised her storage of toys to offer children greater choice and easier access.

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

The childminder nurtures children's development through enjoyable and exciting experiences in which they learn through exploration and encounter challenges. For example, children learn about cause and effect as they explore spinning tops. They are keen to meet the challenges the childminder sets them, such as squeezing shaving foam out of a can or climbing trees. Children recognise that people are different and tolerate differences. For example, they share their home experiences with their friends. Children have opportunities to find out how lives are different around the world. For example, they receive updates about sponsored children in Africa.

### Personal development, behaviour and welfare are good

Children feel safe and secure with the childminder, confidently communicating their needs to her. Children clearly enjoy the childminder's company. For example, they smile and laugh as play with foam together. The childminder prepares children well for their future experiences. Children gain confidence and independence in her care. For example, she involves children of all ages in all aspects of the day, including making their own lunches. The childminder maintains a positive environment in which children behave well. For example, she reinforces good behaviour with praise and recognises the cause of deteriorating behaviour.

### Outcomes for children are good

Children develop early writing skills through fun activities. For example, young children learn that tools make marks when they notice car tracks in shaving foam. They enjoy stories and begin to make sense of the pictures, developing their early literacy skills. Children demonstrate an age-appropriate understanding of numbers; they enjoy counting as they play. Children develop the key skills to prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	EY333132
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	834732
<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>	5
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 November 2010
<b>Telephone number</b>	

The childminder registered in 2006. She lives in the Poundhill area of Crawley, West Sussex. The childminder holds a relevant early years qualification at level 3. She is receives funding for the provision of free early years education for children aged three and four years. The childminder provides care for older children during out of school hours.

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

