

# Childminder Report

**Inspection date**

21 January 2016

Previous inspection date

9 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

**This provision is outstanding**

- The childminder uses meticulous systems to assess children's progress and highlight ways to move them forward. She very carefully plans activities to meet the children's individual developmental needs.
- The childminder skilfully notices when gaps in development occur and acts accordingly to meet children's additional educational needs. For example, she attends training to enhance her knowledge of supporting children with specific needs, such as autism.
- The childminder maintains exceptional partnerships with parents and other early years providers to help ensure high levels of continuity for the children.
- Children thrive in the childminder's care. They achieve the expected outcomes for their ages and at times exceed these. They grow in confidence and become very self-assured.
- Children learn about healthy practices with the childminder. For example, they learn about growing and picking vegetables during the summer months and see the process from seed to plate. They also thoroughly enjoy exercise.
- The childminder is active in refreshing her practice in-line with changes in legislation and is highly in place ensuring her knowledge remains up to date.
- The childminder attends to the differing needs of the children with excellent effect. For example, she alters activities to ensure babies and older children can all be included.

## What the setting needs to do to improve further

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

- continue to extend the already excellent opportunities and resources for children to build on and explore their own play.

### Inspection activities

- The inspector observed activities indoors and discussed the provision for outside play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- 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 outstanding

Safeguarding is effective. The childminder exudes confidence in her knowledge of safeguarding procedures. Her methods for ensuring children's safety include following methods to teach children how to keep themselves safe. For example, she teaches children about stranger danger effectively. The childminder carries out continuous evaluations of her practice through which she develops strategies to improve. For example, she is currently considering how she can improve the provision for teaching children about the wider world. The childminder follows an active programme of professional development through which she acts to develop her knowledge to better the outcomes for the children. For example, she has recently reassessed her provision following equality training to consider how all aspects promote diversity.

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

The childminder demonstrates excellent teaching skills to stretch children's ideas and nurture their development. She frequently sets challenges, which the children are eager to meet. For example, she challenges children to make buttons for snowmen, which match the number on the snowman's hat. Children do this enthusiastically, recognising numerals and showing great confidence in counting. The childminder consistently moves children forward. For example, when they are confident counting, she teaches simple addition. Children have extensive opportunities to learn to accept diversity. For example, they meet a wide variety of people in the local community and find out about their lives. Children have excellent opportunities to explore and be creative with resources when in the outdoor environment; however, this is very slightly less evident indoors.

### Personal development, behaviour and welfare are outstanding

Children are very happy and they laugh, smile and joke with the childminder with whom they have an excellent bond. Children clearly feel extremely secure in the childminder's home, where they are very warmly welcomed. The childminder is highly effective in promoting positive behaviour. Children play very cooperatively together and clearly enjoy each other's company. They demonstrate exceptional social skills and they introduce turn taking into their games. The childminder works in unity with parents to develop children's confidence and to prepare them for transitions to later group settings. Children become very highly independent as they make choices in their play and learn to manage small tasks.

### Outcomes for children are outstanding

Children learn essential skills for their future learning. For example, they develop excellent early literacy skills through learning the letters in their names or joining in with their favourite stories.

## Setting details

<b>Unique reference number</b>	114182
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	825061
<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>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 November 2010
<b>Telephone number</b>	

The childminder registered in 1998. She lives in Horsham, West Sussex. The childminder also cares for older children during out-of-school hours. She works Monday to Thursday, all year round. The childminder can accept funding for early years education for children aged three and four years. The childminder has a recognised early years qualification at level 3.

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