

# Childminder Report

**Inspection date**

24 March 2016

Previous inspection date

18 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 provides a safe and welcoming environment. Children settle quickly and build good relationships with the childminder and one another.
- Children make good progress. The childminder monitors their development effectively, which helps her to identify and address gaps in their learning.
- Children are keen to take part in a broad range of worthwhile learning experiences, which the childminder plans according to their interests and topical themes.
- The childminder promotes positive partnerships with parents and other professionals, which helps her to meet children's individual needs well. Parents appreciate the regular communication and are pleased with their children's progress.
- The childminder regularly reflects on her provision in order to make changes to meet children's needs. For example, she has added to resources in the garden so that children can play and learn outside in all weathers.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities during planned activities to explain and discuss ideas with children, and to build on what they know to extend their learning.
- The childminder does not make the most of opportunities for children to hear and explore the names of shapes during play and routine activities.

## What the setting needs to do to improve further

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

- make the most of all opportunities in planned activities to explain and discuss ideas with children, building on what they know to extend their learning further
- extend opportunities for children to hear and use the names of shapes during their play and activities.

### Inspection activities

- The inspector observed children's activities in the childminder's home.
- The inspector talked to the childminder and children about their activities at appropriate times during the inspection.
- The inspector looked at a sample of documents, which included children's progress records and the childminder's self-evaluation.
- The inspector took account of parents' views, obtained from letters they had written for the inspection.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder organises her home well to meet children's care and learning needs. Safeguarding is effective. The childminder has a clear understanding of child protection issues and the correct procedures to follow if she has concerns. She keeps her knowledge up to date through training. The childminder teaches children about how to stay safe, for example, by recognising hazards and understanding safe routines for crossing roads. The childminder continues to develop her knowledge; for example, she has completed a foundation degree since her last inspection. This has extended her understanding of child development and behaviour.

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

The childminder has a good understanding of how children learn. She enables them to make choices from a wide range of play equipment and resources, to extend their own play and learning. For example, at the inspection, children were keen to express their ideas and join various materials as they made a fire engine for their pretend play. The childminder promotes children's language well in various ways. For example, she talks with them as she joins in their activities, naming objects and people. The childminder regularly takes children on visits in the community. These include activities where children meet other people, use different play equipment and learn about the world around them.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder obtains useful details from parents to help her to make children feel secure. For example, babies sleep and eat according to their individual routines. Children develop a strong sense of belonging; for example, they like to see photographs of themselves and their artwork displayed. The childminder teaches children to respect others. She regularly praises children, which helps to boost their self-esteem and confidence. Children have daily fresh air and exercise, which helps to promote their good health. They make choices from nutritious food options and practise good habits for looking after themselves.

### Outcomes for children are good

Children make good progress. They develop confidence in relating to other people and making their needs known. Children are learning useful skills in preparation for starting school. For example, they show an interest in letters and words and start to recognise their written name. They learn practical skills, such as managing their own clothes and using toilet facilities independently.

## Setting details

<b>Unique reference number</b>	EY313617
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	827215
<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 - 6
<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>	18 February 2009
<b>Telephone number</b>	

The childminder registered in 2005. She lives in Southbourne on the Hampshire/Sussex border. She provides childcare from Monday to Friday all year round, except for personal holidays. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an early years foundation degree.

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