

# Childminder Report

**Inspection date**

18 April 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 welcoming and stimulating environment. Overall, she plans exciting activities that extend children's interests and motivate their learning. Children make good progress and are ready for the next stage in their development.
- The quality of teaching is good. The childminder has a thorough understanding of how children learn through play.
- Children form strong relationships with the childminder. This helps them to feel emotionally secure and happy, and to quickly become independent learners.
- The childminder manages children's behaviour very well. For example, she provides consistent boundaries, effectively praises children's achievements and teaches them good manners.
- The childminder establishes effective partnerships with parents and other professionals involved with children. There are strong channels of communication, helping to promote a good, shared approach to children's care and learning.

**It is not yet outstanding because:**

- The childminder does not always follow the interests of children who learn better outdoors, to help them make the best possible progress.
- The childminder does not make the fullest use of self-evaluation to focus sharply on areas for further development to help her improve outcomes for children as much as possible.

## What the setting needs to do to improve further

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

- provide more activities and resources for children who learn better outdoors to meet their interests more effectively and to enhance their enjoyment and learning experiences
- build on the already good self-evaluation to more precisely target areas for development that will enhance continuous development and further benefit children's learning.

### Inspection activities

- The inspector observed the interactions between the childminder and the children during activities.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed all areas of the premises used for childminding.
- The inspector looked at a range of documentation, including policies and procedures, suitability checks and children's records.
- The inspector discussed the childminder's self-evaluation with her.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of how to promote the safety and welfare of children. For example, she carries out thorough risk assessments and continuously promotes children's safety in the home and on outings. Safeguarding is effective. The childminder completes regular safeguarding training and has a secure knowledge of the procedures to follow to raise concerns about a child's welfare. The childminder monitors children's progress closely. For example, she quickly identifies and addresses any gaps in their learning and works with the relevant professionals to help reduce these.

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

The childminder interacts with children very well, helping to effectively extend their learning and development. She successfully helps children to understand mathematical ideas. For example, they compare breadsticks of different sizes and talk about 'halves' and 'smaller'. Children's communication and language skills are effectively supported. For example, the childminder models vocabulary and makes good use of questioning to develop all children's speaking skills. The childminder carries out regular observations and assessments of children's progress, and uses these to help her plan for their individual learning needs. She has a very good understanding of the children's abilities and shares this information with parents, to help involve them in their children's learning.

### Personal development, behaviour and welfare are good

Children are happy and the childminder meets their emotional needs and care routines well. She encourages children to respect and value each other. For example, she provides opportunities for them to learn about the local community around them. Children enjoy learning about different people and exploring cultural differences when celebrating festivals. This helps them develop positive attitudes to others and to become aware of diversity. The childminder is a positive role model and sets clear expectations and boundaries; children quickly learn how to express their own feelings. The childminder offers a range of healthy snacks and meals, and children learn about good hygiene, helping to promote healthy lifestyles. Children are physically active and enjoy plenty of fresh air daily.

### Outcomes for children are good

Children develop their small-muscle skills through a variety of activities. For example, they explore with fasteners, sand, different materials and move objects from one area to another. Children are independent, confident and develop good communication skills. They learn new words, answer questions, and share their thoughts and ideas with the childminder. Children make good progress and develop the skills they need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY460965
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	946993
<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>	2 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Shermanbury, in Horsham, West Sussex. She provides care from Monday to Friday, all year round, from 7am to 6.30pm. The childminder has a childcare qualification at level 5.

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

