

# Childminder Report

<b>Inspection date</b>	14 October 2016
Previous inspection date	10 June 2013

<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 ways to keep her knowledge and skills up to date. For example, she researches new ideas and has a good network of other childminders to help share best practice.
- The childminder helps children to learn social skills and grow in confidence. For example, she takes them out into the community and regularly attends local play groups and childminder group sessions.
- The childminder supports children's emotional well-being effectively and provides a calm and welcoming play and learning environment. She builds strong bonds with children, who are secure, happy and able to express their feelings.
- The childminder successfully supports children's early language development. For example, she engages them in lots of meaningful conversations and teaches them new words. Children communicate well and make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Children are not consistently able to independently choose what they want to play with and some resources are stored out of their sight.
- Occasionally the childminder leads creative activities and does not allow children to freely explore art materials and develop their ideas creatively.

## What the setting needs to do to improve further

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

- review the organisation of the environment to encourage children to be more independent in their play and learning
- offer more opportunities for children to freely explore art materials and further develop their creative learning experiences.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection, and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder effectively evaluates her provision and uses the views of parents and children to help identify strengths and areas for improvement. She makes positive changes that improve children's outcomes. For example, she has improved her partnership with parents. The childminder works closely with them to share children's next steps in learning. Parents are fully involved in their children's learning and regularly informed of the progress they make. Safeguarding is effective. The childminder knows how to recognise and report any child protection concerns including extremist views. She is well trained and closely follows her detailed and up-to-date policies and procedures. She reviews the environments for children each day to help minimise risks to their safety.

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

The childminder regularly observes children's play and knows the children well as individuals. She closely monitors their development to help her quickly identify any gaps in their learning. The childminder uses children's interests to plan fun activities and extends their learning well overall. For example, as children made a car out of boxes, she encouraged them to count, name colours and identify shapes. Overall, the childminder encourages children's thinking well. For example, she challenged them to build their own train track and to work out how different pieces join together. The childminder then extended children's learning further and introduced new words such as 'carriages'.

### Personal development, behaviour and welfare are good

The childminder is a good role model to children and effectively supports and guides their good behaviour. Children use good manners and are kind and respectful of others. For example, they happily help to tidy away the toys after they finish. The childminder supports children's physical well-being effectively. For example, she provides healthy food and regular play in the well-equipped outdoor area. The childminder encourages parents to further support healthy choices such as by giving guidance on healthy lunchbox options. Children enjoy regular exercise such as walking dogs in the local countryside.

### Outcomes for children are good

Children enjoy their learning and show good levels of concentration and motivation in their play. For example, they take their time carefully drawing pictures and show good early writing skills. Children have very good mathematical skills. For example, they confidently count toy trains and identify the colour of pens and stickers. Children communicate well. They happily talk about their interests and describe their play. They show good imagination as they act out different scenarios in their play and have good control over creative resources. Children are confident and quickly learn the skills needed for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY370414
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1062148
<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 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 June 2013
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Goring, West Sussex. The childminder has a childcare qualification at level 3. She provides care for children between 7.30am and 5.30pm on Monday, Tuesday, Thursday and Friday, all through the year.

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