

# Childminder Report

**Inspection date**

9 November 2016

Previous inspection date

19 February 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 provides a warm and homely environment. Children are happy and confidently explore their surroundings and the various resources on offer.
- The childminder has strong links with other settings that children attend and schools. She works well in partnership with them to support children's ongoing development. Children make good progress.
- The childminder is committed to developing her knowledge and understanding of child development and how children learn. For example, since her last inspection, she has completed a level 3 qualification in early years and childcare.
- The childminder has secure relationships with children. They seek her out to share their achievements and include her in their play.
- The childminder has good partnerships with parents. She includes them in their children's development and values their feedback. She provides regular learning assessments to show their children's progress.

### It is not yet outstanding because:

- The childminder does not always make the most out of opportunities to encourage and extend children's mathematical knowledge.
- The childminder does not always effectively adapt some activities to ensure younger children can take part.

## What the setting needs to do to improve further

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

- further develop opportunities for children to strengthen their mathematical knowledge
- review and improve the planning of some activities to ensure all children, particularly younger children, can participate.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed observations and assessments of children's learning and discussed their progress with the childminder.
- The inspector observed activities and the childminder's interactions with children in the indoor environment.
- The inspector viewed the areas of the home used for childminding.
- The inspector viewed written feedback from parents and children to gain their views.

### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder risk assesses her home each day and checks equipment to ensure it is safe and suitable for children. The childminder practises emergency evacuation procedures regularly. This helps develop children's knowledge of how to keep themselves safe. The childminder has a good knowledge and understanding of child protection procedures and the process she would follow if she had concerns about children's welfare. The childminder keeps her knowledge and understanding of current legislation and childcare guidance up to date. For example, she attends training and subscribes to early years websites. The childminder regularly evaluates her practice and values the views of parents and children when considering changes and making improvements to her provision.

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

The childminder uses her informative assessments on children's learning to review their progress and ensure they are not falling behind. The childminder has a good knowledge of children's interests. They spend long periods of time engaged in their play and are motivated by the activities the childminder plans for them. For example, older children enjoyed measuring ingredients and using weighing scales during a cooking activity. The childminder tested children's knowledge about where eggs came from, which led to further discussion about chickens and children's memories of seeing them. The childminder supports children's language and communication skills well. For instance, she talks to them during their play and asks good questions that encourage them to think and respond. Children are confident communicators.

### Personal development, behaviour and welfare are good

Children behave well and demonstrate impressive manners. For example, they ask the childminder if they can leave the table once they have finished eating and push their chairs under the table. Children have a good knowledge of hygiene procedures. For instance, they independently wash their hands when coming in from outside and before eating. Children have good social skills. They play well with each other and work together as a team to solve problems and make decisions. The childminder supports healthy lifestyles such as making effective use of parks and local woodland for exercise.

### Outcomes for children are good

Children are confident and active learners who make good progress in their learning in preparation for school. They develop confidence and practical independence skills. They are kind and caring, and understand the importance of respecting others. Children enjoy learning about the natural environment, for example as they collect leaves during their woodland walks.

## Setting details

<b>Unique reference number</b>	114790
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1061238
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 February 2013
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Steyning, West Sussex. The childminder operates her service on Monday to Friday from 9am until 5pm, throughout the year. She holds a level 3 qualification in early years care and education.

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