

# Childminder Report

**Inspection date**

18 November 2016

Previous inspection date

25 April 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

- Children make good progress. They enjoy activities that support their learning and development well.
- The childminder reflects on her provision and how effectively she has met children's needs, taking account of parents' views. She looks for ways she can make improvements to provide a consistently good service.
- The childminder encourages children to be increasingly independent. For example, she gives them choices and responsibilities, such as tidying up, and supports their attempts to do things themselves.
- Children enjoy an interesting variety of activities in a welcoming space. The childminder has a wide selection of resources to support children's learning.
- The childminder has close relationships with the children. Strong emotional bonds help children feel safe and support their emotional well-being.

### It is not yet outstanding because:

- Sometimes, the childminder does not consider children's level of understanding when she explains things to them. For instance, she sometimes speaks too quickly, using words very young children may not understand.
- The childminder does not consistently use her accurate assessments of children's progress to plan sharply focused next steps tailored to their individual learning needs.

## What the setting needs to do to improve further

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

- provide more support for younger children to understand explanations and instructions to help them make the best possible progress
- build on the existing arrangements for monitoring children's progress to focus more sharply on the individual next steps that they need to take to make even better progress.

### Inspection activities

- The inspector and the childminder jointly observed and discussed a planned activity.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector viewed a sample of documentation, including children's records and policies.
- The inspector took account of parents' views from questionnaires they completed as part of the childminder's self-evaluation process.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder uses training to keep her knowledge up to date and to protect children from harm and extreme views. She knows what to do and who to contact if she has concerns about a child. The childminder successfully incorporates what she learns from training and research, such as new ideas for activities, into her planning. She completes all mandatory training, such as first aid and child protection. The childminder builds good partnerships with parents from the start and she shares information daily. She talks about what the children have done with her and at home to provide continuity of care.

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

The childminder plans interesting activities based on things the children like and introduces new experiences. For instance, she buries objects in cereal for very young children to find as they learn how to scoop and pour. The childminder encourages children to learn early mathematical skills. For example, she uses mathematical language as she talks about children needing more cereal, their containers being full, and helps them count how many scoops. The childminder suggests things for children to try for the first time, such as picking up small items with tweezers. She is very encouraging, and children gain in confidence. The childminder tracks children's progress effectively and shares her assessments with parents to include them in their children's learning.

### Personal development, behaviour and welfare are good

Children settle and behave well. The childminder teaches them from an early age to be considerate. For instance, she explains that sometimes they should share and sometimes they should leave each other alone to play. The childminder takes children to local groups and meets other childminders. This helps to support children's social skills. They learn to make friends and be part of a larger group, such as nursery or school. Children eat healthy food and drink water as part of learning about healthy lifestyles. The childminder takes them out every day for fresh air and exercise, choosing suitable local venues for the age of the children. She gives children many opportunities to make decisions and discover the best way to do things and to keep safe.

### Outcomes for children are good

Children are confident and happy. They enjoy the experiences the childminder provides. They make good progress from their individual starting points. Children communicate well and develop many essential learning skills ready for further learning at pre-school or school. For example, they are inquisitive and like to try new things. Children make simple choices, such as whether to do painting or sorting and when to do activities.

## Setting details

<b>Unique reference number</b>	120999
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1061287
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	

The childminder registered in 1989 and lives in Ford, near Arundel, West Sussex. She provides childcare from Monday to Friday, 8am to 6pm, all year.

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 2016

