

# Childminder Report

<b>Inspection date</b>	8 February 2017
Previous inspection date	29 January 2014

<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 takes children on many local outings. She strongly promotes positive views of the local environment and community as well as the wider world, extending on what children know.
- Children are eager to learn and discover things for themselves. They ask questions and explore, providing a good basis for further learning and school.
- The childminder builds good relationships with parents and children's families. She shares information every day about what children have enjoyed and achieved.
- Children learn to count and to name and recognise shapes and numbers as part of their play and activities. For example, the childminder consistently includes mathematics in children's play and daily routines to help reinforce and consolidate their learning.
- The childminder has a good knowledge of safeguarding. She has studied all the latest areas of child protection to make sure she fully understands how she might identify any signs that children may be at risk of harm. This helps her to protect children's welfare.

### It is not yet outstanding because:

- At times during activities, some of the childminder's explanations are a little too long and complex for children's level of understanding and occasionally children lose interest.
- The childminder does not refer to the sounds of letters as often as she names each letter to support children's early literacy development even further.

## What the setting needs to do to improve further

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

- simplify the explanations given to each child to support their level of understanding
- support children's early literacy skills even further, particularly in relation to letter sounds.

### Inspection activities

- The inspector observed how the childminder engages children and what they learn.
- The inspector and the childminder jointly evaluated an activity.
- The inspector took account of parents' written views.
- The inspector looked at a sample of documentation, including children's records, policies and the childminder's self-evaluation.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on her practice daily to identify her strengths and areas that she can adapt and improve; for example, developing her garden for children to learn to grow small crops to support their awareness of where food comes from. The childminder fully understands the requirements of her registration and keeps her knowledge up to date of any changes. For instance, she uses her partnerships and links with her local network of professionals to share good practice ideas. She also compares children's progress with parents and other settings children attend, for consistency. Safeguarding is effective. The childminder is vigilant about keeping children safe, such as constantly assessing the play space. For example, she moved a play saucepan from the edge of a table to avoid it falling on anyone's foot.

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

The childminder has a very good understanding of how children learn. She has researched a variety of teaching philosophies to widen her knowledge and incorporate some aspects into her practice. For instance, she places resources on low, open shelving that enables children to choose independently and replace resources when they have finished. The childminder has good teaching skills, such as following children's interests and linking them to different areas of learning. For example, when children show interest in the solar system she reads books and shows them a model of the planets. She extends the learning further with enjoyable activities such as blowing bubbles to represent the planets, and children quickly find Titan, the largest moon of Saturn, and pop it.

### Personal development, behaviour and welfare are good

The childminder teaches children to understand why some rules are in place for their safety, such as why they need to sit down to eat. Children are well behaved. The childminder sets a good example to children, such as by being calm, polite and very quietly spoken. The childminder develops children's understanding of healthy lifestyles. For example, she takes children out to use their energy and talks about how it affects their body. She also reminds children that when their heart beats faster it is good but they may be thirsty and need to drink more water.

### Outcomes for children are good

Children make good progress in their learning from their starting points, which the childminder tracks closely. Children have good language skills and communicate confidently. They concentrate, solve problems and maintain their interest over long periods. For example, they made sure that they had correctly fixed tubes and containers on the gate so small balls would travel through them all.

## Setting details

<b>Unique reference number</b>	EY463111
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1069330
<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 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 January 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Angmering, West Sussex. She works up to three days each week, providing flexibility in which days, between 8am and 6pm, all year. The childminder receives funding to provide free early education for children aged two, three and four years.

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