

# Childminder Report

## Inspection date

14 May 2018

Previous inspection date

7 October 2015

<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 assessments to monitor how children are achieving. She recognises well where children need to be moved forward. She carefully plans activities and interventions which focus on children's individual needs and interests.
- The childminder works in close partnership with parents and other providers of the early years foundation stage to ensure continuity. For example, she liaises with all people involved in children's care to develop consistent routines to ensure their well-being.
- Children make good progress from their starting points and achieve typical outcomes for their ages. They develop independence well and learn how to manage their own safety. For example, they put on hats to protect themselves in the sun.
- The childminder actively promotes healthy lifestyles. For example, she provides opportunities for children to explore healthy food. The childminder offers children regular exercise, which includes lots of bouncing and using ride-on toys.
- On occasions, the childminder works with an assistant. She ensures her assistant understands the procedures in place to keep children safe. She shares information with her assistant to enable her to support children in their development.

### It is not yet outstanding because:

- The childminder does not frequently offer children opportunities to work things out for themselves, to further develop their problem-solving skills.
- The childminder does not consistently use children's activities and routines to promote the development of their numeracy skills.

## What the setting needs to do to improve further

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

- allow children more opportunities to develop their problem-solving skills
- promote early numeracy skills more readily through everyday activities and routines.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify when a child's welfare is at risk. She understands what she needs to do if a concern arises. The childminder reflects accurately on her practice, comprehends her strengths and where she can make improvements. The childminder receives feedback from parents, children and other professionals to enable her to improve practice. She uses children's responses to the activities she offers to shape her plans. The childminder actively develops her knowledge of how she can best support children's learning. After reading an article, she brought more real resources into her provision. For example, children enjoy using empty milk bottles as they engage in imaginative play and make drinks for baby dolls.

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

The childminder supports children well to develop speech and language skills. She uses techniques, such as modelling back children's language to demonstrate the correct pronunciation, with good effect. The childminder follows children's cues and acts on their interests to promote learning. For example, she allows them to add water to the cereals they play with and helps them to understand the changes that happen. The childminder challenges children and encourages them to succeed. For instance, she encourages toddlers to move on from pushing cars around to getting inside and moving them with their feet. The childminder uses resources well to help children respect the differences that exist between people in the wider world.

### Personal development, behaviour and welfare are good

The childminder forms strong relationships with children and welcomes them warmly into her home. Children demonstrate a sense of belonging. For example, they point out their pictures on the wall and relive the activities they enjoyed. The childminder has created an environment which enables children to make choices about their play and to operate with independence. The childminder promotes positive behaviour well. Children display good social skills. For instance, they plan games together and have conversations as they develop their ideas. The childminder supports children well for when they move to different settings, including school. She prepares them for changes in routines, including the differences in how mealtimes will work.

### Outcomes for children are good

Children operate with confidence in the setting and engage intently in their play. They all show a good command of language, with older children putting together sentences and asking questions. Younger children chat happily, communicate well and learn new words throughout their experiences. Children develop skills for their future literacy learning. Younger children turn pages in books and show an understanding of how they work. Older children see themselves as readers and frequently look at books and tell stories from the pictures.

## Setting details

<b>Unique reference number</b>	155571
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1127270
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 October 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Rudgwick, West Sussex. The childminder operates Monday to Friday from 7am until 6pm, all year round. She works with an assistant on some occasions. The childminder is in receipt of funding to offer free early education for three- and four-year-old children. She has a recognised childcare qualification at level 3.

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