

# Childminder Report

**Inspection date**

2 July 2018

Previous inspection date

23 November 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

- Children develop good listening skills. For instance, the childminder reads a story using funny voices and gestures to engage children, who smile and laugh delightedly.
- The childminder has an effective partnership with parents. She shares activities with parents to continue children's learning at home, such as planting sunflower seeds and monitoring their growth progress. This helps to promote consistency in learning.
- Children are confident and happy. They are keen to learn in a warm and friendly environment where they are valued and respected.
- The childminder monitors children's progress and identifies any gaps in learning. She puts plans in place to help ensure all children make good progress.
- The childminder supports children's developing self-esteem effectively. For example, she cuddles and praises children and promotes their emotional well-being.
- The childminder extends language well in preparation for school. For example, children learn about animals that live in a reef, such as a crab, turtle and octopus.

### It is not yet outstanding because:

- The childminder's plan for professional development is not sufficiently focused on ways to increase the quality of practice to outstanding levels.
- There are few opportunities for children to develop a greater awareness of other cultures to support their understanding of diversity further.

## What the setting needs to do to improve further

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

- build on ways to extend professional development and improve the quality of practice to outstanding levels
- extend opportunities for children to gain a greater understanding of different cultures and diversity.

### Inspection activities

- The inspector viewed the areas of the premises children use.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has good partnerships with other professionals and staff at schools children attend. She works well with them to prepare children for school. For example, together they work to improve children's independence skills in dressing themselves. Safeguarding is effective. The childminder knows what to do and whom to contact if she has a concern about a child's welfare. She regularly considers the views of parents and children to help her initiate improvements. For example, the childminder talks to children about different activities and they choose what they would like to do. She follows their interests well and children are motivated to learn. Since the last inspection the childminder now plans challenging opportunities for children to extend their knowledge and understanding of everyday technology. For example, children use electronic tablets, and begin to recognise letters and sound out words.

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

The childminder is able to adapt activities for children of different ages and abilities. For example, during an activity she repeats back words to younger children and asks older children to solve problems themselves. The childminder teaches mathematics well and younger children learn to count while older children begin to estimate. For instance, older children estimate how many items they will need to make a bird feeder. Children have lots of opportunities to learn about the natural world. For example, children go bug hunting and use a magnifying glass to help them identify bugs and plants.

### Personal development, behaviour and welfare are good

The childminder teaches children how to manage their personal risk and safety well. For example, she teaches children how to sit safely on a chair and explains the dangers of standing on it. The childminder is a good role model and children behave well. For example, they are beginning to be aware of the needs of others and understand emotions. The childminder promotes healthy living well. She teaches children about the importance of healthy eating and how food helps to develop strong muscles. She teaches children to drink water when they are thirsty and they know how this helps them to keep cool and develop a strong and healthy brain.

### Outcomes for children are good

Children develop good physical skills. For example, they enjoy physical play in the park and woods. They share and play together well and choose activities from easily accessible resources. Children begin to learn to negotiate well. For instance, older children exchange toys when playing with younger children. They learn good skills in preparation for school. For instance, children learn how to recognise their names and can do simple tasks for themselves. Children make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	EY289662
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1129105
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 November 2015
<b>Telephone number</b>	

The childminder registered in 2004. She lives in East Grinstead, West Sussex. The childminder operates on Monday, Wednesday, Thursday and Friday from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free early education for children aged three and four years.

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