

# Childminder Report

**Inspection date**

3 July 2018

Previous inspection date

10 August 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 is a positive role model for children and supports their good behaviour well. She gives clear and consistent messages about what is expected, and children respond well to this. Children are kind, considerate and respectful. They share and take turns happily with the childminder and actively include her in their play.
- The childminder continues to update her childcare knowledge and skills. She regularly meets with other childminders and attends relevant further training opportunities to help her introduce new ideas. For example, after recent training, she has focused more on supporting children's communication skills and positive behaviour.
- Parent partnerships are strong. The childminder keeps parents fully updated with their children's development and shares their next steps in learning regularly. She gives parents helpful ideas for how they can support learning further at home.
- The childminder regularly observes children's play and closely monitors their progress. She quickly identifies any gaps in learning and offers extra support. Children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- The childminder misses opportunities during some interactions with children to offer even further challenge to help extend their good learning further.
- Occasionally, the childminder overly directs creative activities and does not fully support children's creativity.

## What the setting needs to do to improve further

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

- make the most of all interactions with children to fully challenge and extend their learning to the highest levels
- give children more opportunities to develop their own creative ideas.

### Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector viewed a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector sampled written feedback from parents about the childminder's service and discussed with her how she evaluates her provision to bring about improvements.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on her practice well and makes regular improvements to support children's good outcomes and broaden their experiences. For example, she has recently introduced a new bug hotel to support children's interest in nature and wildlife. The childminder also regularly updates her resources to ensure they meet the needs of the children well, and babies now have new sensory toys to explore. Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow if she has concerns about the safety of the children in her care. She is up to date with current legislation and knows how to protect children from extremism.

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

The childminder knows the children well and uses their interests successfully to help plan engaging activities to support their learning. For example, children enjoy discussing their favourite cars as they make and decorate models of them using boxes. The childminder encourages conversation well and shows a genuine interest in children's lives, views and recent experiences. For instance, as children make train tracks, she asks them about journeys they have had and where they have been before. The childminder joins in with children's play positively and skilfully encourages them to count as they play, such as how many trains are in a set and how many wheels a car has.

### Personal development, behaviour and welfare are good

Children form strong bonds with the calm, caring and friendly childminder. They are very happy and secure, and settle quickly into the childminder's care. Children confidently and independently choose their play from the wide range available and decide when to be inside or explore outdoors. The childminder supports children's healthy lifestyles well and children benefit from varied opportunities for exercise, such as trips to local parks and exploring the well-resourced garden. Children show strong balance, coordination and physical development as they climb, ride bicycles and jump carefully on the trampoline. Children regularly attend a variety of groups and sessions in the local community, which helps them to meet other children, develop positive social skills and make friendships.

### Outcomes for children are good

Children enjoy their learning and are well motivated during their play. They communicate well and confidently use talk to express themselves, share their ideas and guide their play. Children are imaginative and act out detailed stories as they play, such as trains taking passengers to London and seeing Big Ben. They show good control over equipment, such as scissors and glue sticks, and show good colour recognition. Children are inquisitive, determined and quickly learn the skills they need for the next stages in their learning and for school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 155435  |
| <b>Local authority</b>             | West Sussex   |
| <b>Inspection number</b>           | 1127269   |
| <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>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 10 August 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2001 and lives in the West Durrington area of Worthing, West Sussex. She has a relevant childcare qualification at level 3 and operates five days a week from 8am until 6pm, all year round.

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