

Childminder report

| | |
|--------------------------|----------------|
| Inspection date | 2 August 2019 |
| Previous inspection date | 1 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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 committed to her role and regularly reviews her provision. She welcomes the views of parents. Together they discuss the changing needs of the children she cares for, to help support continuous improvements.
- The childminder is friendly and kind. She provides a home-from-home environment and children are treated as part of the family. They have strong bonds with her and other adults who live with the childminder.
- The childminder has a natural manner with children. She knows what they enjoy playing with and interacts very well with them to effectively support their language development.
- The childminder encourages children to be well behaved. She encourages good manners from an early age and she helps older children to resolve any conflicts themselves. This helps to support children's emotional development.
- Children are able to mix with similar-aged children. For example, outings and activities are organised by the childminder and another local childminder. They visit animals such as goats and go on walks within the community.
- Parents are highly complimentary about the care and learning opportunities their children receive. They say that they are delighted with the progress their children are making and that the children are always excited to see the childminder.
- The childminder has a close relationship with other providers where children attend. They share information effectively about children in her care. This helps to contribute to the children's continuity of care and learning.
- Occasionally, children are not challenged as effectively as possible in their learning, particularly when they choose resources and activities for themselves.
- At times, the childminder does not adapt her teaching to help younger children gain an understanding about mathematical language and what it represents.

What the setting needs to do to improve further

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

- extend the level of challenge children experience when they lead their own play, to help them make the best possible progress
- strengthen younger children's understanding of quantities and measurement during activities to support their early mathematical understanding further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector talked to the childminder and joined in with the children's play at appropriate times.
- The inspector discussed the children's activities and evaluated these with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults living on the premises.
- The inspector looked at samples of children's records. She looked at a range of other documentation, including the safeguarding policy and procedures.
- The inspector took account of the views of children's parents, from documents containing their comments on the provision.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder maintains a secure knowledge and understanding about child protection issues. She attends regular safeguarding training to ensure that she has the most up-to-date information. Following on this training, she reviewed her policies which she shares with parents to ensure that all the details are relevant and correct. The childminder has a secure understanding of the procedures to follow if she has any concerns about children's welfare. The childminder takes a positive approach to continually updating her knowledge to help maintain good-quality teaching. For instance, she shares good practice with another registered childminder and she reads related online childcare publications. The childminder ensures that all areas and outings are suitable for children. She is vigilant with them at all times.

Quality of teaching, learning and assessment is good

The childminder uses effective methods of observation and assessment to help support children's continued progress. She knows children well and she follows their interests. Consequently, they are motivated in their play. Young children enjoy filling and emptying containers with water. They discover how to make footprints on the ground from the spilled water. The childminder sings songs and nursery rhymes to children and children copy the related actions. She provides a running commentary during activities which young children copy. This helps to support their language development and extends their emerging vocabulary. The childminder promotes children's self-esteem. For example, she provides children with various opportunities to support their creative skills. The childminder provides art and craft materials for children to create items of their own choice. Older children are helped to develop skills such as sewing.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help ensure that children quickly feel settled and secure. For instance, she gathers detailed information from parents about their children's routines and needs. She uses this effectively to nurture their well-being. Children readily help themselves to the wide range of resources that interest them, such as wheeled toys. This helps to support their physical development and they learn how to safely negotiate space. Children enjoy the childminder's company and laugh alongside her as they play together. They are familiar with the routine to promote good hygiene practices and a healthy lifestyle. For instance, young children ask to wash their hands after playing outside and choose which fruit to eat for their snack.

Outcomes for children are good

Children make good progress from their starting points. They are interested in learning and join in with discussions. Young children develop a wide range of physical skills. For instance, outdoors they maintain their balance as they negotiate how to safely use steps. They enjoy dressing up and join in with imaginative play. Children enjoy selecting books that interest them. Older children take turns playing games and independently choose resources to make items of their own choice. Children are acquiring skills for their future learning, including their eventual move on to school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY277818 |
| Local authority | West Sussex |
| Inspection number | 10066614 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 7 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 1 October 2015 |

The childminder registered in 2004. She lives in Henfield, West Sussex. The childminder offers care Monday to Friday from 7am to 6pm, all year round, except for family holidays and bank holidays. The childminder has an appropriate qualification at level 3.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

