

# Childminder report

<b>Inspection date</b>	15 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 consistently gentle and kind when she communicates with children in her care. Children approach the childminder to seek emotional support. They reach out their arms for a cuddle when they are tired and seeking comfort.
- Professional growth is important to the childminder. She is realistic about her practice and she is quick to notice any gaps in her own learning. She identifies an assortment of different learning opportunities to develop her abilities and expertise
- The childminder does not always take children's learning forward as much as possible during child-led activities. On occasions, her questioning skills are not tuned into children's emerging interests to help maximise their learning.
- The childminder builds strong partnerships with parents. She understands the importance of working with other settings children attend to help consistency in children's care and learning.
- Although children have access to a secure outdoor environment to support their physical development, they do not have opportunities to explore the wider world and nature in great depth.

## What the setting needs to do to improve further

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

- strengthen further questioning skills and re-shaping of activities
- provide more opportunities for children to learn about nature and the world around them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at a range of relevant documentation relating to safeguarding, policies and procedures, and learning and development documents.
- The inspector took account of the written views of the parents.

**Inspector**  
Shan Jones

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her role to keep children safe at all times. She makes use of thorough risk assessments, for instance, to help her identify and minimise any hazards to children. The childminder knows what actions to take if she has any concerns about children's welfare. She is a positive role model for children. She teaches them good manners, for example, and speaks to them in a quiet and respectful manner. Children respond positively to the childminder and they behave well.

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

The childminder uses her observations and assessments of children well. She provides a good variety of activities and play opportunities to motivate children. This helps children to be active learners. For example, they show confidence and know what they want. The childminder ensures children have access to a broad selection of learning experiences. She encourages children to be creative as they make different colours by mixing paint together. The childminder builds on children's literacy skills. For instance, she provides them with access to a range of different books. Children sit with the childminder to relax and read stories and children point out aspects of the story they recall from memory.

### Personal development, behaviour and welfare are good

Children behave very well and are emotionally secure. They develop warm relationships with the childminder. Children have very good manners and take turns with toys. They have many opportunities to mix with other children, such as during weekly trips to local playgroups, which further promote their social skills. Children feel comfortable in the childminder's home. They settle quickly and form strong bonds with the childminder. Older children confidently speak to visitors about what they are doing. The childminder supports children's healthy lifestyles well and children enjoy healthy snacks. They have plenty of opportunities for outdoor play and exercise, such as in the garden and on trips to local parks and the seaside.

### Outcomes for children are good

Children make good progress from their starting points. They gain the skills they will need to help them towards their next stage of learning and eventual move to school. Children learn new words to extend their vocabulary. They begin to recognise colours, shapes and numbers through a variety of daily activities. For example, they count the number of handprints created with paints and identify the different colours.

## Setting details

<b>Unique reference number</b>	EY547200
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10108301
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Bewbush, in Crawley, West Sussex. She works Monday to Friday from 8am to 5pm, for most of the year, except for family holidays. The childminder accepts funding for the provision of free early years education for children aged three and four years.

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