

# Childminder report

<b>Inspection date</b>	29 August 2019
Previous inspection date	30 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children demonstrate that they feel very safe and secure in the childminder's care. They happily leave their parents and instantly explore the stimulating environment that the childminder has prepared for them. The childminder successfully supports children to develop a strong sense of who they are and she values every child as an individual.
- The childminder works in close partnership with parents to support children's ongoing progress and to ensure continuity in care. Parents feel greatly supported in managing children's behaviour, emotions and personal development. For example, they strongly praise the input the childminder has given to them when toilet training their children.
- The childminder assesses with care and understands well what children's next steps in learning are. She plans personal next steps for the children that focus closely on their individual developmental needs and interests. She develops a comprehensive understanding of children's progress by working with parents and other professionals who work with the children.
- Children make good progress from their starting points.
- The childminder works with an assistant, who she manages effectively, and they work well together to fully meet children's needs. She shares her assessments of children's progress and their next steps in learning with him effectively. She guides him well on how to promote these in the good-quality interactions he has with the children.
- The childminder does not consistently use teaching techniques that encourage children to develop, express or extend their own thoughts about their experiences and the activities they enjoy.
- At times, the childminder focuses her attention more on the older children. She does not consistently adapt her practice during interactions and activities effectively to support toddlers and babies to meet their next steps in development.

## What the setting needs to do to improve further

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

- provide children with more opportunities to consider, discuss and extend their own thoughts and ideas
- adapt activities and interactions more effectively to better support babies and toddlers to meet their next steps in learning.

### Inspection activities

- The inspector observed children participating in activities indoors and outdoors.
- The inspector talked with the childminder, her assistant and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's and her assistant's qualifications and 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 leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of the signs that may indicate that a child's welfare is at risk. She knows fully how to protect children if a concern arises. The childminder successfully ensures that her knowledge and understanding of safeguarding procedures remain strong. She continues to develop and enhance her practice through reflecting on the effectiveness of her provision and making changes accordingly. For example, when she noticed that children were benefitting a lot from the outdoor learning sessions that they attended together, she added resources to the garden area to enhance the provision. As a result, children engage more actively in imaginative play outside.

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

The childminder provides children with a vast range of experiences that help them to develop a wide knowledge. For example, children learn and share facts about bugs and enjoy finding out about space. The childminder uses her good understanding of children's interests to plan activities that they enjoy. For example, she adapts a play dough activity effectively to appeal to different children, some make spiders while others make centipedes. The childminder provides children with great opportunities to learn to respect and understand differences that exist between people. Children demonstrate this when they discuss how the words they speak would be said in the French language.

### Personal development, behaviour and welfare are outstanding

The childminder successfully supports children to develop important values. Children continually demonstrate their caring attitudes. They frequently rush to help each other out without prompt. Children have excellent social skills. They display these when they eagerly engage in conversations together and show that they have strong friendships. The childminder provides excellent opportunities for children to develop positive attitudes towards nutritious foods. For example, she involves them in cooking and eating produce they have grown and harvested in a community garden. The childminder supports children sensitively to ensure they are emotionally prepared for when they move on to new settings, such as school. Children talk enthusiastically about their moves to school and are supported actively to build friendships with children who will become their new peers.

### Outcomes for children are good

Children demonstrate high levels of independence. They make their own choices about the activities they will engage in, and play intently. For example, they choose to take photographs of things they can find in the garden, they use cameras confidently and eagerly discuss their findings. Babies and toddlers explore independently and show confidence to move away from the childminder. They make good progress in their physical skills. For example, toddlers grip small objects and push them into play dough, which develops their hand strength further. Older children show a good understanding of number. They count confidently to 15 as they count the legs they add to the bugs they create.

## Setting details

<b>Unique reference number</b>	114808
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10108424
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	29
<b>Date of previous inspection</b>	30 June 2014

The childminder registered in 1994 and lives in East Grinstead, West Sussex. She operates all year round from 6.30am to 6.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. The childminder's husband is registered as her assistant.

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