

# Childminder Report

<b>Inspection date</b>	19 October 2016
Previous inspection date	5 February 2013

<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 has good partnerships with parents and shares information about activities for them to do at home for the children to continue their learning.
- The childminder has good partnerships with other professionals, which help to provide consistency in children's care and learning.
- The childminder reflects on her practice. She has effective monitoring systems in place to help identify any gaps in learning and puts a plan in place to address these.
- Children learn the skills they need to help in their future learning. Children choose their own resources and are independent and confident. Children make good progress.
- The childminder knows each child very well and adapts her practice to suit their individual needs. She effectively supports their developing self-esteem.
- Children recognise shapes and numbers, and they begin to explore their environment and make sense of the world. Children learn the skills that prepare them for school.

### It is not yet outstanding because:

- At times, the childminder does not provide enough opportunities for children to value their own and others' cultural identities and develop an understanding of diversity and disability.
- The childminder does not consistently use the views of parents and children in identifying ways to improve and develop the setting further.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop an understanding of their own and other people's similarities and differences, and strengthen further children's understanding of diversity
- involve parents and children fully in evaluating the quality of the provision and regularly seek their views to help identify areas for development and improve children's experiences at the setting.

### Inspection activities

- The inspector observed interactions between the childminder and the children.
- The inspector conducted a joint observation of an activity with the childminder.
- The inspector sampled documentation including planning, children's development records, and policies and procedures.
- The inspector took the written views of parents into account.
- The childminder gave the inspector a tour of the premises.

### Inspector

Susan Allen

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge of how to protect children and keep them safe from harm. She is aware of the signs and symptoms that may cause her concern for children's welfare and is aware of who to contact. Safeguarding is effective. The childminder updates her knowledge through attending training and conducting her own research. For example, she is more aware of how to identify safeguarding issues after attending a recent training session. The childminder plans effectively to include each child's individual interests and to further encourage children's learning. For example, children interested in farms and animals learned animal noises and baby animal names.

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

Children are able to choose their own resources from easily accessible storage units. The childminder has a variety of toys, equipment and resources that fully supports children's learning. For example, children experiment and explore toy laptops as they learn how toys with buttons work. Mini electronic cash registers help them count and recognise numbers in preparation for school. They learn about the natural world. For example, as they walk in the woods, feed the ducks or visit farms. The childminder supports children's communication and language development well. She engages younger children by using gestures and noises and repeating their words. She extends vocabulary by adding words. Children explore and use their senses, for example they enjoy listening to music and move their bodies as they dance.

### Personal development, behaviour and welfare are good

The childminder is a good role model. Children learn to take turns and share. She teaches children to be aware of danger and their own personal safety. For example, she teaches children about road safety and how to cross a road. Children develop their physical and social skills through a wide range of interesting experiences. These include visits to the library, children's centre, soft-play parks and other toddler groups. The childminder teaches children about keeping healthy. She encourages children to brush their teeth after food and talks to the children about visiting the dentist so they can do so without fear. The childminder's good settling-in procedures and information about children's prior learning enables the childminder to plan for the children's progress right from the start.

### Outcomes for children are good

Children learn the skills that will help them get ready for school. They are learning how to use cutlery, tools and equipment. Children count and are beginning to understand mathematical language and shapes, which they explore during their play. Children are happy in the warm and caring environment of the setting and develop close attachments to the childminder.

## Setting details

<b>Unique reference number</b>	EY426145
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1062464
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 February 2013
<b>Telephone number</b>	

The childminder registered in 2003. She lives in Southwater, West Sussex. She operates her service on Tuesday, Wednesday and Thursday from 8.30am to 4.30pm, for most of the year.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

