

Inspection date

14 April 2015

Previous inspection date

25 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder focuses positively on children's learning throughout all activities and through daily routines to effectively encourage their individual development.
- The childminder has developed very regular assessments of children's progress across the areas of learning, which enable her to competently plan for their next stage in development.
- Children happily show a strong bond with the childminder and this successfully supports their emotional development and increases their confidence levels.
- The childminder uses language well. She often sings spontaneously to encourage children to express their feelings and this also widens and develops their vocabulary.
- The childminder has established close relationships with parents. She gains accurate and detailed information about children's development from the start and this fully supports her capacity to organise activities and resources for children's ongoing learning.

It is not yet outstanding because:

- The childminder recognises her responsibility to link with others who provide early years learning. However, she has not fully developed these links to promote children's progress through shared information.
- The childminder has made improvements since the last inspection but she has not reviewed her policies to ensure that parents have up-to-date information.

What the setting needs to do to improve further

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

- maximise the links with other carers to share information about children's progress and use this to plan for children's individual future learning
- review and update current documentation to support the information for parents.

Inspection activities

- The inspector viewed all indoor and outdoor areas used by children.
- The inspector observed the activities and daily routines, and the range of resources available during indoor and outdoor play.
- The inspector spoke with the childminder and children during the visit.
- The inspector viewed a range of documentation.

Inspector

Christine Clint

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder engages well with children and provides interesting play choices. She enthusiastically suggests activities and children keenly respond. For example, children learn about changes in the seasons and recognise differences in flowers. They talk about colours and shapes and clearly identify these. The childminder includes ongoing themes to increase children's learning. For example, she encourages children to paint the model of a volcano they had previously made. The childminder borrows factual books with children on their weekly library visits. Children eagerly use these to read from pictures and learn about volcanoes. They talk about the colours they need and learn how to mix colours to make brown. Children use tools and brushes capably to paint the model. The childminder returns to this theme regularly to develop the next stage of building. This maintains children's interest and provides opportunities for learning and repeating new words. Children eagerly match items and recognise and sound the letters of their name. They readily respond to music and know the words to many nursery rhymes and action songs. Children show rapid progress in their development and this prepares them fully for the next stage in their learning.

The contribution of the early years provision to the well-being of children is good

The childminder fully understands and supports children's early learning. She has a naturally quiet approach during conversation and fully directs all her attention to children's needs. She successfully follows weekly routines for outings and attends physical play venues. This effectively supports children's understanding of the importance of being active, healthy and energetic. Children eagerly use the trampoline under supervision to extend their physical well-being. They learn about the importance of eating healthy food through clear discussion and explanation at mealtimes. Children follow regular routines for maintaining cleanliness and hygiene. The childminder expertly uses bubbles to gain children's interest as they wash away all the paint. She widens children's learning through counting bubbles and measuring sizes. These regular routines also encourage children's self-motivation and increase their developing independence. For example, children show they recognise when they are tired and need to sleep.

The effectiveness of the leadership and management of the early years provision is good

The childminder evaluates her practice and this has helped her to increase her knowledge of the early learning requirements and improve outcomes for children. She has developed good evidence to show how she supports children's individual development. The childminder follows all requirements for safeguarding children, including high levels of security and recording all visitors to the home. The childminder has attended child protection training and has recognised the need to plan and update this regularly.

Setting details

Unique reference number	EY311528
Local authority	West Sussex
Inspection number	834327
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	25 March 2009
Telephone number	

The childminder registered in 2005. She lives with her husband and two children in a residential area near Rose Green School, in Bognor Regis, West Sussex. The childminder provides full-time care for five days a week and offers before and after school care.

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