

Childminder Report

Inspection date

18 June 2015

Previous inspection date

7 December 2011

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 makes effective use of observations to assess children's progress and identify their next steps for learning. She provides activities for individual children that focus on their needs and interests. Therefore, children progress well.
- Children develop positive attitudes towards healthy foods. They grow fruits and vegetables in the garden, harvest them for mealtimes and discuss the fruits they like.
- Children learn to speak and communicate well because the childminder models language effectively. She values their contributions to conversations, which encourages them to communicate more.
- Children are safe in the environment because the childminder carries out rigorous risk assessments and daily safety checks.
- The childminder safeguards children well. She has a good understanding of child protection issues and informs parents of her responsibilities. She makes sure her assistant is fully aware of the procedures to follow if they have concerns.
- The childminder works effectively with other settings children attend to ensure continuity in their care and learning, and to support the move on to school.

It is not yet outstanding because:

- The childminder does not always use questions effectively to extend learning. Children do not always have time to think questions through or consider different answers.
- Children do not have many opportunities to experiment and participate in a wide variety of activities to develop their skills in solving problems for themselves.

What the setting needs to do to improve further

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

- use questions more effectively to extend children's ideas, allowing them time to reply and consider different answers
- provide more opportunities for children to engage in activities that encourage them to solve problems and work things out for themselves.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's qualifications and her suitability.

Inspector

Kerry Lynn

Inspection findings

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

Children choose what they would like to do and are therefore interested in their experiences. At the inspection, they asked to have a picnic on the moon. The childminder supported this by moving role play resources outside and adding water to broaden their ideas and learning. For example, as they prepared their picnic, they discovered that eggs sink. Children develop the skills they need for future learning because teaching is good. The childminder creates books with the children related to the outings they go on. For example, children record objects they see on trips to the post office. Through such activities, the childminder prepares children for the more focused activities they will engage in at school. The childminder involves parents and encourages them to contribute to their children's experiences. She gathers information about their interests in order to plan experiences to meet their developmental needs. For example, she uses children's favourite songs to encourage them to sing along. The childminder uses diaries with great effect to share information to ensure the continuity in care is strong.

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

Children benefit from excellent opportunities to be outdoors. The childminder is developing her garden and has sought children's input in the design of special features to encourage their role play. The outdoor area stimulates learning. It provides many opportunities for children to exercise and enjoy the fresh air as they bounce and climb. Since the last inspection, the childminder has created many opportunities for children to learn about difference in the world around them. For example, through the toys they play with and by listening to songs and nursery rhymes in different languages. Children feel secure and comfortable in the childminder's home because she creates activities especially for them. The childminder prepares older children for the move to school by introducing similar routines so they are familiar with what to do, such as hanging up their coats. Children are confident and happy in the childminders care and they clearly have strong bonds with her.

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

The childminder uses an assistant at times and provides her with good guidance to help her to meet the high standards she strives for. She ensures children are safe in her in the assistant's care. The childminder evaluates her practice and attends training courses to improve her skills and the care she provides. For example, she recently attended additional training to meet the medical needs of children should an emergency occur.

Setting details

Unique reference number	EY429229
Local authority	West Sussex
Inspection number	823493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	7 December 2011
Telephone number	

The childminder registered in 2011. She lives in Henfield, West Sussex. The childminder cares for children all year round as well as before and after school.

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