

Childminder Report

Inspection date	12 October 2015
Previous inspection date	26 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 observes and monitors children's development effectively. She clearly identifies appropriate next steps for children to work towards which enables children to make good progress in preparation for future learning and school.
- The childminder has secure relationships with children and has a good knowledge of their needs. This supports children's emotional development and helps them feel safe.
- The childminder follows children's interests and encourages them to make independent decisions. This motivates children to learn.
- The childminder is committed to continuously improving her provision and consults with parents for their suggestions. For example, the childminder has moved her assessments of children onto an online programme so that parents can access information about their children's learning at a time to suit them.
- The childminder has good partnerships with other settings that children attend. She works closely with additional key persons to share information about children's development. This ensures children receive a consistent approach to learning.

It is not yet outstanding because:

- The childminder does not always provide activities or play opportunities that fully engage younger children. Therefore, they sometimes distract older children.
- The childminder does not always promote the use of numbers during children's play. Therefore, she misses opportunities to develop children's mathematical development.

What the setting needs to do to improve further

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

- improve learning and play opportunities for younger children so they remain engaged
- strengthen opportunities to develop children's mathematical knowledge during play.

Inspection activities

- The inspector observed the childminder's interactions with children in the indoor environment.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector sampled the childminder's paperwork and compulsory documentation.
- The inspector viewed all areas of the home used for childminding.
- The inspector sought the views of parents through written feedback.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of her responsibilities of protecting children from harm. She has recently updated her training which means she is fully aware of new government legislation. The childminder's written documentation underpins her knowledge and she shares this with parents so they are aware of her role. The childminder understands the importance of continuously improving and has made improvements since her last inspection. For example, the childminder incorporates more messy play activities into her routine which provides children with more opportunities to actively explore.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She successfully supports their communication and language skills, for example, by offering good amounts of narration and repetition of words. The childminder also reads to children regularly and they happily describe what they can see. This means that children benefit from a language-rich environment and develop confidence to speak new vocabulary they learn. The childminder provides extension to children's play ideas. For example, the childminder observes children having a go at cutting pretend fruit. The childminder is a positive role model and teaches children correctly, which develops their confidence and enables them to achieve their desired goal. Overall, children play for suitable periods of time because the childminder provides good extension, which develops their imaginations and encourages them to explore further. Therefore, children are able to make good progress.

Personal development, behaviour and welfare are good

Children settle quickly into the childminder's home because she works closely with parents and gains information about their children's interests and routines. The childminder shares information with parents about their children's learning, which encourages conversation and learning at home. Children behave well and understand what the childminder expects from them. The childminder constantly praises children's positive behaviour, which inspires them. For example, the childminder encourages children to take responsibility for their environment and tidy away when they have finished with specific toys. Children have ample opportunity to learn about the wider world. For example, children regularly use public transport to visit larger towns. The childminder takes them to toddler groups and play parks, which means they meet different people and learn about their community.

Outcomes for children are good

Children make good progress in all areas of learning and development. They are becoming confident learners who actively explore and are willing and happy to have a go at learning new skills. This means they gain skills ready for their move to school.

Setting details

Unique reference number	401910
Local authority	West Sussex
Inspection number	842138
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	26 June 2012
Telephone number	

The childminder registered in 2001 and lives in Southwater, West Sussex. The childminder operates her service Monday to Friday from 7.30am until 6pm.

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