

Childminder Report

Inspection date

23 October 2015

Previous inspection date

15 November 2011

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 has a secure knowledge and understanding of how to promote all areas of learning and development effectively. She provides a good range of activities that children access independently, which motivates them to learn.
- The childminder's observations and assessments of children's learning are strong. She provides a clear and detailed overview of the progress children make. The childminder regularly monitors children's development and plans challenging next steps. All children make very good progress in preparation for future learning.
- The childminder has good partnerships with parents and other settings that children attend. She actively shares information with them, which helps to provide a consistent approach to their learning.
- The childminder has continued to keep her knowledge and understanding of good practice up to date. She researches and completes courses that have provided her with new ideas to support and extend children's development.
- Children behave well and have excellent manners. The childminder is a positive role model and clearly explains her expectations to help children cooperate and get along together.

It is not yet outstanding because:

- The childminder does not always give children enough time to respond to her questions. They do not always have time to think or make decisions to extend their learning.
- The childminder does not consistently provide children who prefer to learn outdoors with opportunities to see and use letters and numbers to extend their early literacy and mathematical development.

What the setting needs to do to improve further

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

- consider the amount of time given to children to answer questions during play to extend their thinking and learning
- improve opportunities for children who prefer to learn outdoors to see and use letters and numbers in their play.

Inspection activities

- The inspector observed activities and the childminder's interactions with children.
- The inspector viewed a sample of the childminder's policies and documentation.
- The inspector viewed children's development records and tracked their progress.
- The inspector viewed all areas of the home used for childminding.
- The inspector viewed written feedback from parents to gain and consider their views.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure knowledge of child protection procedures and shares this with parents through clear and concise policies. This ensures parents are aware of her responsibilities in keeping their children safe from harm. The childminder keeps up to date with training and accesses online courses to ensure she is aware of new legislation. Safeguarding is effective. The childminder reflects on her practice regularly and identifies ways to improve. For example, she has attended training on effective observation and assessment, which has had a positive impact on how she monitors children's progress. The childminder considers the views of parents to help her further improve her provision.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's interests and monitors their achievements to plan effectively for them. The childminder observes children as they make choices about their play and provides good extension to their ideas. She seamlessly incorporates activities that support children in making good progress towards their next steps. The childminder knows the areas of learning that children are reluctant to have a go at and demonstrates skill at persuading them to try out new things. For example, some children do not like messy play so the childminder provided dry rice to explore and feel. Children used their hands to learn about the texture and practised using their physical skills to pour and measure the rice into containers. This helped children to develop confidence and early mathematical skills. The childminder described children's actions while they played and repeated words to help them with pronunciation to develop their language skills.

Personal development, behaviour and welfare are good

The childminder provides a warm and friendly environment where children enjoy their time and demonstrate confidence in all that they do. The childminder offers good support and encouragement to children. She praises them while they play and confirms their actions with lots of repetition to help them learn skills for the future. Children competently wash their hands before eating and have a go at cutting their fruit. Children enjoy their time in the outdoor area where they use equipment to develop their large physical skills. For example, they kick balls, independently climb up the slide and use the trampoline. The childminder reminds children to be careful when using the slide to help them develop a sense of responsibility for their safety.

Outcomes for children are good

Children are happy and demonstrate a willingness to learn. They learn a good range of skills, which prepare them well for future learning. Children make good progress in their learning and development.

Setting details

Unique reference number	EY427034
Local authority	West Sussex
Inspection number	823298
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	8
Name of provider	
Date of previous inspection	15 November 2011
Telephone number	

The childminder registered in 2011. She lives in Copthorne, West Sussex. The childminder operates her service Monday, Tuesday, Thursday and Friday from 7.30am to 6pm, including before and after school, five days a week for school-aged children.

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