

Childminder Report

Inspection date

7 January 2016

Previous inspection date

18 January 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 builds strong relationships with children. They are happy and settle easily, which supports their emotional well-being.
- Children's communication and language skills are supported well. For example, the childminder reads books and talks to children about what they are doing.
- Partnerships with parents and other professionals are good. The childminder understands the importance of a shared approach to children's care and learning.
- The childminder knows each child very well. She follows their individual care routines and provides activities that interest and challenge them. Children make good progress in their learning.
- The childminder is experienced and reflects on how well she has met the children's individual needs and the effectiveness of the activities.

It is not yet outstanding because:

- The childminder does not always make the most of training courses to extend her knowledge and practice to develop further her already good teaching skills.
- Babies do not always have enough opportunities to use their senses to explore a variety of more natural textures.

What the setting needs to do to improve further

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

- build on opportunities to extend knowledge and practice to strengthen the good quality practices even further
- provide more opportunities for children to experience and explore a wider range of natural resources.

Inspection activities

- The inspector observed activities in the playroom.
- The inspector talked to the childminder throughout the inspection.
- The inspector sampled a range of documentation, including children's records and suitability checks.
- The inspector took account of parents' views through their comments in children's daily diaries.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

The childminder continuously assesses the environment for risks to help keep children safe. For example, she removes unstable objects from the room when babies begin to pull themselves up to stand, and teaches children road safety on outings. Safeguarding is effective. The childminder has a good understanding of her responsibility to protect children. She has a detailed knowledge of the requirements and procedures to follow if she has concerns about children's welfare. The childminder keeps accurate records for each child that she shares with parents and encourages them to add their own comments. The childminder completes regular self-evaluation to monitor her strengths and weaknesses. She seeks the views of the parents and children to help her set targets for improvements.

Quality of teaching, learning and assessment is good

Children make good progress from the start. The childminder knows them well and plans activities that interest them. Babies learn how to make things work. For example, the childminder demonstrates how to press the buttons and turn the knobs on toys and encourages them to try for themselves. Young children and babies have fun interacting with the childminder as she quickly follows their lead in play. For example, she says 'boo' after they hide their faces so they happily do it again. The childminder is an experienced teacher and uses observations and assessments well to track children's progress. She helps to prepare children for school well. For example, the childminder encourages them to learn to dress themselves and manage their own personal care. She talks about school life to help children gain an idea of what going to school will be like and encourages them to discuss any concerns.

Personal development, behaviour and welfare are good

Children gain a good understanding of healthy lifestyles. For example, they go out every day for exercise and fresh air and learn that they get thirsty after running. They eat healthy food and enjoy sociable mealtimes together. Babies snuggle into the childminder while they have their milk, which develops their emotional well-being. The childminder supports all children effectively. For example, she provides dual language books for those who speak more than one language and children all join in with exercise sessions. Children learn to be considerate and tolerant of others. They behave well with the childminder's simple and clear house rules, such as not running inside.

Outcomes for children are good

All children make good progress. They develop good language, physical, social and emotional skills ready for the next stage in their learning.

Setting details

Unique reference number	114518
Local authority	West Sussex
Inspection number	839936
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	18 January 2012
Telephone number	

The childminder registered in 1991 and lives in Chichester, West Sussex. She operates all day Monday to Friday, including some weekends and overnight care. The childminder collects children from the local school.

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