

Childminder Report

Inspection date

21 April 2016

Previous inspection date

14 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 keeps up to date with any practice changes and shares this information with parents, such as through parent information evenings.
- The childminder prepares the children well for school. For example, she has introduced a reading scheme into her setting, used by the local schools.
- The childminder provides a wide range of toys, equipment and resources for children to choose for themselves to help them become independent learners.
- The childminder is reflective and continually looks at ways to improve her knowledge. This helps her to provide good-quality outcomes for children.
- The childminder tracks children's progress and has effective monitoring systems in place. She identifies any gaps in development and provides the appropriate support.
- The childminder has a good understanding of all children's developmental stages, such as for those with special needs and those learning English as an additional language.
- Children have a close attachment with the childminder and are happy and confident.

It is not yet outstanding because:

- The childminder does not always encourage children to explore a wide range of musical experiences during their play, to help strengthen their creative skills further.
- The childminder does not consistently provide opportunities to build on children's understanding of information technology.

What the setting needs to do to improve further

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

- strengthen opportunities for children to explore a wider range of musical experiences during their play to help enhance their creative skills further
- build on children's understanding of information technology.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took into account the written and verbal views of parents.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder seeks the views of children and parents to help her make improvements to her setting. For example, she talks to children and evaluates activities to inform her future planning. The childminder develops effective links with a variety of other settings that children attend. For example, she shares children's information and their next steps. Also, staff from other settings visit the childminder's home and she also reciprocates. They work together for the continued learning of the children. For example, the childminder worked with a setting to teach children how to put on their coats. The childminder is aware of what to look out for if she has a concern about a child's welfare and knows the procedures to follow. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder is able to adapt her practice to suit children's individual needs. She works in close partnerships with parents. For example, she encourages parents to share children's favourite books and she then plans activities that follow the children's interests. Children become motivated learners. The childminder uses mathematical language, such as 'how many do we have altogether?' She encourages children to count and extends language by using words, such as 'massive' and 'tiny'. The childminder also helps children to identify shapes in the environment, to help further strengthen their mathematical knowledge. The childminder asks children challenging questions. For example, she extends children's learning and encourages them to think for themselves, asking, 'Is there any similar?'

Personal development, behaviour and welfare are good

The childminder is a good role model and helps children understand boundaries and consequence. Children learn good manners and how to share and take turns. The childminder encourages children to be responsible for their own behaviour and to begin to understand the needs of others. For example, she asks questions, such as 'how would you feel if??' The childminder promotes caring and sharing, and encourages children to have a positive self-image. She teaches the children to say 'no' and empowers them to be able to voice their own opinion and know their rights to help keep themselves safe. Children are able to recall what they must do in a fire drill and younger children know an alarm means they go outside.

Outcomes for children are good

Children's physical skills develop well, for example, when they play outside in the adventure playground. Children learn how to manage their personal safety. They identify risk and hazards, such as toys on the floor. Children risk assess and decide when it is safe. For example, they don't go on the grass if it is wet and slippery.

Setting details

Unique reference number	114481
Local authority	West Sussex
Inspection number	825068
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	14 November 2011
Telephone number	

The childminder registered in 1985. She lives in Lindfield, West Sussex. She operates her service Monday to Friday, from 8am to 9am and 3pm to 6pm. The childminder is a Qualified Teacher and holds Early Years Professional Status.

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