

Childminder Report

Inspection date

22 June 2016

Previous inspection date

18 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 fully supports children's learning and knows that some children learn best outdoors. For example, she makes effective use of visits to the local woods, open spaces, parks and the beach to help extend children's enjoyment and learning.
- The childminder forms close bonds with children and is very caring and kind. Children settle quickly, form close bonds with the childminder and feel secure. She encourages and supports children to explore and be inquisitive in their play.
- Effective evaluation of provision takes into account the views of children and parents to help ensure ongoing developments contribute to children's progress in their learning.
- The childminder provides a wide variety of appropriate toys and resources, which help to stimulate and challenge babies and children in their learning and development.
- Partnerships with parents are good. The childminder communicates frequently and effectively with parents to help ensure they share ideas for learning. She keeps parents fully informed about their children's developmental progress and achievements.

It is not yet outstanding because:

- The childminder does not always explore more ways to encourage other early years settings children attend to share even more developmental information, to help further support consistency.
- The childminder does not precisely focus her professional development to help raise the quality of teaching to a higher level.

What the setting needs to do to improve further

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

- make more effective use of partnership working to help further support continuity in information sharing for children
- focus professional development more precisely on increasing the potential to deliver the highest quality provision and excellent outcomes for children.

Inspection activities

- The inspector was shown around the parts of the childminder's home used for childminding.
- The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with the children and a parent to gain an understanding of their views.
- The inspector sampled a range of documentation.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge about child protection concerns and how to recognise and report them. She is effective in keeping children safe. For example, when walking outside she helps children to understand how to cross the road safely. The childminder provides a programme of activities that help ensure children make good progress in their learning. Any gaps in development and identified needs are discussed with parents and addressed. The childminder works closely with external agencies in this respect to help enhance children's outcomes. She maintains required written records well and makes them available for inspection.

Quality of teaching, learning and assessment is good

Parents contribute vital information about their children on starting. The childminder formulates accurate starting points for children from which she monitors their progress effectively. She observes and assesses children's progress skilfully to help develop her knowledge of children's personalities and learning styles. For example, she intuitively keeps younger children engaged in planned activities by re-shaping the activity where older children can concentrate for longer. This helps all children to make good progress in their learning. Children experience a wide variety of resources and activities to help them understand the diversity of the wider world. For example, they celebrate festivals from around the world and socialise with children and adults from other cultures.

Personal development, behaviour and welfare are good

The childminder is caring and loving towards the children. She understands the needs of all children, for example, ensuring that babies are able to sleep when needed. Children behave very well; they share toys kindly and enjoyed playing with a train track that they had built together. The childminder effectively role models positive behaviour and encourages the children to be polite and respectful to others. Children gain a good understanding of keeping healthy. For example, they know to wash their hands after using the toilet and before eating, and enjoy healthy snacks and foods. Children's outdoor experiences give them opportunities to learn where our food comes from, such as how apples and hazelnuts grow. The children learn how to care for animals when, for example, they take the childminder's dog out for daily exercise.

Outcomes for children are good

Children develop skills for their future learning. They enjoy opportunities to investigate and develop their own ideas. For example, they chose whether to climb over, go through or go round an obstacle of branches on a footpath. Children are keen to have a go and develop strategies for doing things independently. They are prepared for their next stages of learning, including moving on to school.

Setting details

Unique reference number	EY342174
Local authority	West Sussex
Inspection number	1048965
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	5
Name of registered person	
Date of previous inspection	18 February 2014
Telephone number	

The childminder registered in 2006 and lives in Middleton, Bognor Regis, West Sussex. She works from 6.30am to 6pm from Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years.

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