

Childminder Report

Inspection date

6 September 2016

Previous inspection date

11 December 2013

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 provides a well-organised, safe and welcoming learning environment for children. For example, they enjoy playing in the well-equipped playroom and can easily choose from a wide variety of good-quality resources.
- Children have good relationships with the childminder and her co-childminder. They are happy and settled in their care.
- Children take part in a wide variety of stimulating activities that the childminder plans, based on their interests and needs. They make good progress in their learning and development.
- The childminder works closely with parents and keeps them well-informed. For example, she provides regular updates about children's progress and achievements to help parents extend their children's learning at home.
- The childminder reflects on her practice and is motivated to continually improve. For example, she regularly reviews and updates resources to engage children's interests and motivate them to learn.

It is not yet outstanding because:

- The childminder does not always make full use of all opportunities to encourage children to do things for themselves and further extend their independence.
- The childminder does not always sharply focus her professional development on raising the quality of the provision even further.

What the setting needs to do to improve further

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

- make more consistent use of all opportunities to encourage children to develop their independence and personal care skills even further
- seek further opportunities to develop skills and knowledge that help to raise the quality of children's experiences to the highest level.

Inspection activities

- The inspector observed children taking part in activities with the childminder and her co-childminder in the playroom and outside in the garden.
- The inspector had discussions with the childminder throughout the inspection about her practice and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector completed a joint observation with the childminder.
- The inspector read questionnaires completed by parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to recognise and report any concerns about a child's welfare, to help keep them safe. She works effectively with her co-childminder. For instance, they share tasks to help ensure the day runs smoothly and children's needs are met. She makes sure any assistants are checked to help ensure they are suitable and she encourages them to develop their knowledge and skills to improve children's experiences. The childminder and her co-childminder monitor children's learning, to identify and close any gaps in their development. They regularly seek feedback from parents and other professionals they have contact with, to help them evaluate the provision and identify areas for improvement.

Quality of teaching, learning and assessment is good

The childminder gets to know children well. She gathers detailed information from parents about children's needs before they start. She supports children's language and communication skills effectively. For example, she talks to children as they play, asks questions and encourages conversations. She extends children's learning well; for instance, as she makes sure they have the tools and equipment they need to explore the play dough. Children enjoy imaginative games in their secret playhouse in the garden and they are proud of the tomatoes they helped to grow. The childminder makes good use of activities to encourage children to develop their mathematical skills. For example, children learnt about shapes as they put together the pieces to make a caterpillar. They used words such as 'under' and 'over' as they threaded ribbons through the fence.

Personal development, behaviour and welfare are good

The childminder acts as a good role model and offers children calm reassurance and praise to support their well-being. Children settle quickly and grow in confidence. They behave well and learn to treat each other with respect. The childminder supervises children carefully and ensures that enough suitable adults are with them all the time. She ensures there is enough space for children and makes thorough checks of the home each day to help provide a safe environment for them. She effectively supports children's good health. For instance, children know they need to wash their hands before they eat, and they enjoy nutritious meals and snacks.

Outcomes for children are good

Children make good progress from their starting points. They become confident communicators and clearly express their wishes and needs. They make choices about their play; for example, as they help themselves to toys and activities. Children play happily together, learning to share and take turns. They become absorbed in their play and concentrate well. They are well prepared for their future learning and for school.

Setting details

Unique reference number	EY275238
Local authority	West Sussex
Inspection number	1061742
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	11 December 2013
Telephone number	

The childminder registered in 2004. She lives in Littlehampton in West Sussex. The childminder cares for children each weekday throughout the year. She works with her husband as her co-childminder and on occasion they also work with an assistant. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

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