

Childminder Report

Inspection date

31 October 2016

Previous inspection date

18 February 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 makes accurate observations and assessments of children's achievements and progress. She shares this information with other settings that children attend to help them make good progress.
- The childminder has a good understanding of each child's stage of development and the next steps in their learning. For example, she offers closer support and guidance to younger children while encouraging the older children to manage tasks for themselves.
- Children have good levels of emotional well-being. Effective settling-in procedures help the childminder to know children's likes and dislikes, which helps her to meet their care routines and form strong, affectionate relationships with them.
- Children are inquisitive learners, they are keen to join in and have a go. Children are confident and happy to ask questions and request help when needed.
- Children behave well. They learn to share, take turns and be polite and respectful towards the childminder and each other.

It is not yet outstanding because:

- The childminder does not make the most of her existing partnerships with parents to encourage them to be more involved in their children's learning and development such as when at home.
- The childminder has not fully thought through how she organises the environment to enable children to consistently lead their own play and choose activities independently.

What the setting needs to do to improve further

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

- build further on existing partnerships with parents to encourage them to be more involved in their children's learning and development
- review and develop the organisation of the environment further to increase children's independence to help them lead their own play and activities.

Inspection activities

- The inspector toured the premises and viewed the areas used for childminding.
- The inspector observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with the children to gain an understanding of their views.
- The inspector sampled a range of documentation including suitability checks and children's learning records.
- The inspector held discussions with the childminder in regards to children's learning and development.

Inspector

Claire Watson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant regularly update their knowledge of child protection issues and have clear procedures for reporting any concerns. She takes time to go through policies and procedures with her assistant and discusses children's individual needs and stages of learning. This helps to keep her assistant up to date and support children as required. The childminder takes into account the views of parents and children to help her evaluate her provision and plan developments. She works alongside other professionals to gather advice and support. For example, the childminder incorporates ideas and exercises from speech and language therapists into children's daily routines to help them catch up and develop their communication and language skills.

Quality of teaching, learning and assessment is good

The childminder makes accurate observations of children and forms starting points for their learning. She addresses gaps in children's learning, for example, by concentrating activities in that area to help them catch up. The childminder provides children with a wide variety of resources and equipment. Children eagerly explore, investigate and make connections in their play. For example, they enjoy searching for small characters in foam. The childminder introduces relevant language such as 'squelchy' and 'slippery'. This helps children to think about the feel and texture of the foam and extend their communication and language skills. Children learn simple mathematical concepts such as comparing the different sizes of the small characters hidden in the foam.

Personal development, behaviour and welfare are good

Children are happy, confident and have good relationships with the childminder and her assistant. They know the routines and independently wash their hands before eating. Meal times are social occasions, for example the children sit together and discuss what they did at pre-school. This helps to support their social development. The childminder provides a range of healthy foods, such as wraps with cheese, ham and cucumber, which children enjoy. They learn about the importance of leading a healthy lifestyle. For example, the childminder provides plenty of opportunities for them to play outside and develop their physical skills. Children enjoy trips to the park, the beach and local attractions.

Outcomes for children are good

All children make good progress including those with special educational needs who make consistent improvement over time. Children are curious and enjoy investigating. For example, they concentrate on tasks that require perseverance to solve problems. Children are ready for the next stage of their learning including the move to school.

Setting details

Unique reference number	EY389097
Local authority	West Sussex
Inspection number	1062253
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	18 February 2013
Telephone number	

The childminder registered in 2009 and lives in Shoreham, West Sussex. The childminder operates her service on Monday to Friday from 7am until 6pm for most of the year. She sometimes works with an assistant.

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