

Childminder Report

Inspection date

6 February 2017

Previous inspection date

13 May 2014

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 has a good knowledge and understanding of the curriculum. For example, she incorporates learning in children's play well. Children make good progress.
- The childminder has secure relationships with children. She knows them well and provides a warm and welcoming environment.
- Partnerships with parents are good. The childminder routinely shares information with parents about their children's development. For example, she effectively uses her online observation and assessment programmes.
- The childminder reflects well on her practice. She addressed the previous recommendation raised from her last inspection and made further improvements. For example, she has developed the reading area so it is more inviting for children to use.
- The childminder has good relationships with local schools. This helps her support children preparing for the move to school, such as enabling them to familiarise themselves with the environment before they start.

It is not yet outstanding because:

- At times, the childminder does not challenge older children sufficiently well during activities and they lose interest.
- Occasionally, the childminder is too quick to complete tasks for children instead of encouraging them to do things for themselves.

What the setting needs to do to improve further

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

- extend challenges for older children during activities to keep them motivated and keen to learn more
- improve opportunities for children to develop independence skills needed for the future.

Inspection activities

- The inspector observed activities and the childminder's interactions with children indoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled written documentation, including children's development records, safeguarding procedures and suitability checks.
- The inspector viewed all areas of the home used for childminding.
- The inspector viewed written feedback from parents to gain their views and opinions.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of the procedures to follow should she have concerns about children's safety or welfare. The childminder risk assesses her home each day and encourages children to keep themselves safe, such as teaching them how to safely use knives and cross roads. The childminder understands the importance of keeping her knowledge and teaching practice up to date. For example, she attends training and subscribes to early years websites. The childminder effectively monitors and tracks children's development. She clearly identifies any areas they need to work on and plans targeted next steps in children's development to encourage their ongoing progress.

Quality of teaching, learning and assessment is good

Planning of the environment and activities focuses well on children's interests. Children are keen to explore and do so with great confidence. The childminder allows all children time to play and make decisions. She extends younger children's learning opportunities well. For example, as they stacked blocks, the childminder counted them out loud and used lots of repetition to help develop their knowledge. The childminder makes good use of questioning children to encourage their thinking and communication skills. For example, she asked children what they could do to make the 'lion' feel better and what they were making for their pretend picnics. Older children have a good range of vocabulary and confidently describe their thoughts and plans. Children have excellent imaginations and include each other and the childminder in their play.

Personal development, behaviour and welfare are good

Children settle quickly with the childminder. They seek her out for comfort, reassurance and support as they play. The childminder is a positive role model. She talks to children with respect and consideration, and expects them to treat others in the same way. Children behave well. The childminder plans age-appropriate activities to help develop children's knowledge of the world. For example, baking traditional foods from other countries. This helps develop children's knowledge of people's differences and other cultures. The childminder effectively supports children's healthy lifestyles. For example, they visit play parks and soft-play centres where they can be physically active.

Outcomes for children are good

Children of all ages make good progress in preparation for their future learning and school. Older children have an impressive mathematical knowledge and enjoy exploring numbers. For example, they can recognise printed numbers up to 20. Younger children are confident and not afraid to 'have a go'. For example, as they explored coloured rice they practised their scooping and pouring skills.

Setting details

Unique reference number	EY471806
Local authority	West Sussex
Inspection number	1069926
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	4
Number of children on roll	5
Name of registered person	
Date of previous inspection	13 May 2014
Telephone number	

The childminder registered in 2013 and lives in Southwater, West Sussex. She operates her service on Monday to Friday, all year round, from 8am to 6pm.

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