

Childminder Report

Inspection date

9 February 2017

Previous inspection date

13 February 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 follows careful assessment systems to help monitor children's progress. She has a thorough understanding of how children are achieving and the next steps in their learning.
- The childminder works in close partnership with parents to help ensure continuity in children's care. For example, she uses the information parents give her about children's interests to plan activities that support children's development.
- Children make good progress. The childminder takes steps to provide them with appropriate support to help close any gaps in their learning.
- Children learn to lead healthy lifestyles. For example, they frequently engage in active play and enjoy activities that help them to develop positive attitudes towards healthy foods.
- The childminder follows successful strategies to update her professional knowledge. For example, she frequently researches new activity ideas that she includes into her planning.

It is not yet outstanding because:

- The childminder has not fully considered how to extend the range of activities to support children's fine physical skills.
- Children are not consistently able to develop their own ideas.

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 the range of opportunities to help children master their fine physical skills
- make greater use of opportunities to encourage children to develop and follow their own ideas.

Inspection activities

- The inspector observed activities indoors and discussed the provision for outdoor play.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident knowledge of the signs that may cause concern about a child's welfare and the reporting procedure. The childminder follows safety procedures to help ensure children are safe in her care. For example, she evaluates and changes her risk assessments in accordance with her experiences. The childminder seeks out the views of others to help improve her practice. For example, following parents' feedback she has implemented successful strategies to enable children to have more opportunities to socialise with other children. The childminder pays attention to children's views, for example, she has brought in new resources that appeal to children's interests.

Quality of teaching, learning and assessment is good

The childminder demonstrates a range of effective teaching strategies, which she uses well to help children reach their developmental goals. For example, when she takes the role of doctor during hospital role play, she models language and how to use the tools. Children copy this example and develop the play when it is their turn. The childminder has a strong understanding of the ways in which each individual child learns and of their interests. For example, she uses songs from their favourite films instead of nursery rhymes to help them develop their language skills. Children have good opportunities to learn about the differences that exist between people. For example, children experience aspects of the childminder's Polish background and participate in activities where they learn about how people differ in their appearance.

Personal development, behaviour and welfare are good

Children feel secure and form strong bonds with the childminder. They show confidence in their interactions with her. Children develop good levels of independence. For example, they know where to hang their coats and they assist the childminder in preparing meals. The childminder prepares children well for their future move to other settings or school. For example, she carries out a wide range of activities which help children to feel confident in larger group situations. Children behave well. They learn to share and take turns. Children have a secure understanding of the rules and boundaries in the home and show respect for these.

Outcomes for children are good

Children enjoy activities that help them to develop early writing skills. For example, they frequently choose to create pictures using water pens. Children enjoy stories. They help to read the stories using the pictures. Children develop early reading skills. They show confidence in counting and state what number comes next when they count with the childminder.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY459733 |
| Local authority | West Sussex |
| Inspection number | 1069213 |
| 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 | 4 |
| Number of children on roll | 2 |
| Name of registered person | |
| Date of previous inspection | 13 February 2014 |
| Telephone number | |

The childminder registered in 2013. She lives in the Maidenbower area of Crawley, West Sussex. The childminder provides care from Monday to Friday, all day, for most of the year.

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