

Childminder Report

Inspection date	13 February 2017
Previous inspection date	9 April 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 develops an effective understanding of the progress children make. She uses thorough assessment systems, which include the views of others who are involved in children's learning, such as parents, to help monitor their development.
- The childminder works in close partnership with parents and staff in the other settings that children attend to support continuity in care for the children. For example, when children enjoy an activity with their parents, she plans further activities based on this.
- Children make good progress. They develop confidence rapidly in the setting.
- Children show an understanding of how to be healthy. For example, very young children follow hygienic practices when blowing their noses and children enjoy healthy foods at snack times.
- The childminder actively extends her professional knowledge and skills on a regular basis. For example, she frequently attends training courses and conferences that help her move her practice forward.

It is not yet outstanding because:

- The childminder does not always allow children opportunities to extend on the discoveries they make or work towards meeting challenges independently.
- The childminder does not consistently allow children enough time to fully think through and develop their thoughts and ideas.

What the setting needs to do to improve further

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

- provide children with more opportunities to work towards meeting challenges independently
- develop further the strategies used to help children develop their ideas and consider their thoughts.

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 her 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 strong understanding of the procedures to follow in the event of a concern about a child's welfare and the signs that may indicate children are at risk. The childminder has a strong determination to grow and improve her practice continually. She uses self-evaluation effectively to help her reflect and assess priorities for improvement. For example, through trial and error, she has developed a system for recording children's learning that works well for her and the parents. The childminder seeks out the views of parents and children to help ensure she meets the needs of everyone involved in her setting.

Quality of teaching, learning and assessment is good

Children greatly enjoy the activities the childminder provides for them. For example, they explore coloured rice eagerly. The childminder has a good understanding of children's next steps in their development and joins in with their play to help them meet these. Children engage in a vast range of activities that supports their development in all areas of learning. The childminder supports children well in their language development. For example, she models vocabulary and repeats words back to children to help them form sentences. Children have rich opportunities to find out about the differences that exist between people and the wider world. For example, they share aspects of their own backgrounds, such as important cultural festivals.

Personal development, behaviour and welfare are good

Children form strong relationships with the childminder and feel secure in her care. She provides children with a stimulating environment where they freely choose the resources with which they want to play. The childminder encourages children to be kind. They develop strong social skills. For example, very young children share resources and engage together in activities. Children have great opportunities to develop skills that will help them when they move to larger settings, such as school. For example, the childminder ensures they experience busier environments, such as toddler groups. She encourages children to be independent. They proudly show that they have learned to put their coats on themselves.

Outcomes for children are good

Children show an interest in stories ready to support their early literacy skills. They enjoy listening to their favourite stories. For example, they join in with the childminder and use a wide range of cleverly designed props. Children develop good early writing skills. They learn to use writing tools and notice how they can make marks in materials with a range of objects. Children begin to develop counting skills and use numbers in their play.

Setting details

Unique reference number	EY393408
Local authority	West Sussex
Inspection number	1068943
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 April 2014
Telephone number	

The childminder registered in 2009. She lives in Hassocks, West Sussex. The childminder receives funding to provide free early education for children aged three and four years. Her service opens four days a week, all year round.

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