

Childminder Report

Inspection date

1 March 2017

Previous inspection date

11 December 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 good relationships with parents. Parents value the daily communication and the regular opportunities they have to contribute to their child's assessment records.
- Children make good progress. When children start with the childminder, he works with parents to establish starting points. He makes regular observations of children while they play and learn and plans suitable activities to help to support their progress.
- There are strong emotional bonds between the childminder and the children. This helps to support children's emotional well-being. Children feel safe and this helps to support children's good behaviour.
- The childminder shares information about children's achievements with other settings, including school. This helps to support consistency and continuity in children's learning.
- The childminder works well with his co-childminder to identify training opportunities. For example, he has recently updated his safeguarding knowledge.

It is not yet outstanding because:

- The childminder does not fully make the most of all opportunities to help children extend their understanding that print carries meaning to further support their literacy development.
- Sometimes, the childminder does not provide enough opportunities for children to practise their early writing skills.

What the setting needs to do to improve further

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

- develop further the range of opportunities to help children understand that print carries meaning, to further extend their literacy development
- provide more opportunities for children to build on and develop their early writing skills.

Inspection activities

- The inspector read the comments of parents and took account of their views.
- The inspector discussed the childminder's evaluation of his work and the documents relating to children's progress.
- The inspector viewed the areas of the childminder's premises that children use.
- The inspector observed the childminder interacting with the children and discussed his practice.
- The inspector sampled written documentation, including that which relates to safeguarding.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe from harm. He knows who to contact if he has any concerns about a child's safety or welfare. The childminder checks his premises each day to identify any risks to children and takes action to minimise them. For example, he installed new outside lights for the winter. The childminder evaluates his practice and makes improvements, taking into account the views of the children. For instance, he bought some new table-top games to encourage children's concentration and social skills. The childminder checks children's progress, notes any delays in their learning and plans activities to help them to catch up. He knows where to seek advice to help to support the development of children who have special educational needs.

Quality of teaching, learning and assessment is good

Children have regular opportunities to explore the natural world and develop their physical skills in the fresh air. For example, the childminder takes them for walks in the nearby woods. Children enjoy building towers with bricks and are supported to learn and use mathematical language. For instance, the childminder gives children time to think and decide which tower is taller or shorter than another. He helps young children to develop good communication skills. For example, the childminder speaks clearly to encourage good pronunciation. Children are delighted when the childminder engages in their play. For instance, he pretends to eat the ice cream they give him. The childminder helps to support children's understanding of the world. For example, they recently watched the orbit of the space station.

Personal development, behaviour and welfare are good

Children are encouraged to be polite and well mannered. They understand the routines, such as where to put their shoes when they take them off. Children have many opportunities to understand the differences and similarities between different cultures and countries. For example, children decorated the table with Diwali lamps as they ate an Indian meal and grew daffodils for St David's Day. Children understand how to take turns, share and help each other. For example, older children help their younger friends to peel fruit and read stories to them.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They listen to and act on instructions. Children cooperate with each other, such as when they pass each other toys with which to play. They count accurately, recognise basic shapes, such as circles and squares, and communicate their needs effectively. Children learn to manage their own personal care and independently ask for help.

Setting details

Unique reference number	113925
Local authority	West Sussex
Inspection number	1070143
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	11 December 2014
Telephone number	

The childminder registered in 1999. He works with his wife, who is also a registered childminder, and lives in Southwater, near Horsham. He operates his service from 7.30am to 6pm on Monday to Friday, throughout the year.

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