

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 works well with her co-childminder. She discusses her practice and identifies how she can improve to help support children's learning.
- There are very positive relationships with parents. They appreciate the frequent opportunities they have to make contributions to their child's learning and development records and the daily updates about their child's activities.
- Children have warm and trusting relationships with the childminder, which helps to support their good behaviour and sense of emotional well-being.
- The childminder communicates well with other providers, including schools. She shares information about children's achievements and this helps to support consistency in their learning and development.
- Children make good progress. The childminder works closely with parents and establishes children's starting points. She regularly observes children playing and monitors their progress. The childminder plans activities to help children move on to the next stage in their learning.

It is not yet outstanding because:

- The childminder has not fully considered how to extend further children's understanding of how to keep themselves safe in the event of an emergency.
- Children do not have a wide range of opportunities to develop 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 extend children's understanding of how to keep themselves safe in the event of an emergency
- provide a wider range of opportunities for children to 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 her 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 her 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. She knows who she should contact if she suspects a child's safety or welfare is at risk. The childminder evaluates her practice and takes steps to make improvements to help to improve outcomes for children. For example, she has joined a toy library to help her to provide a greater range of activities for children and she regularly attends events with other childminders to share ideas and good practice. The childminder frequently checks the safety of the premises and makes necessary adjustments. She uses her links with other professionals to help support children who have special educational needs. The childminder checks children's progress and highlights any learning delays to parents. She then plans activities to help children catch up.

Quality of teaching, learning and assessment is good

The childminder encourages children to communicate effectively. For example, she repeats words and phrases back to children clearly to help to encourage good pronunciation. She supports their understanding of the world around them. For instance, children plant sunflower seeds and know that they need water to help them grow. Children learn to count as they excitedly chase the bubbles they blow. They begin to make comparisons and talk about size. For example, children talk about big and little bubbles. Children's physical skills and understanding of the natural environment are effectively encouraged. For instance, the childminder takes children to the beach and other places of interest available locally.

Personal development, behaviour and welfare are good

The childminder provides good opportunities for children to understand how other cultures are different from their own. For instance, children enjoyed making roosters and eating different Chinese foods such as pancake rolls to celebrate Chinese New Year and made poppies for Remembrance Day. Children learn to be independent and understand routines. For example, when they come in from the outside, they independently try to unfasten their shoes and know to put them in a special box. The childminder helps to support children's understanding of routines and hygiene. For instance, they know to wash their hands after playing in the garden and before eating.

Outcomes for children are good

Children learn the skills they need as they move to the next stage of their education, including school. They listen to and respond to instructions. Children independently undo their packed lunches and feed themselves. They manage their own personal care and hygiene needs. Children are polite and respectful to each other and to other adults. They can count and understand the mathematical vocabulary of size.

Setting details

Unique reference number	113926
Local authority	West Sussex
Inspection number	1070144
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 1994. She lives near Horsham, West Sussex. The childminder works with her husband who is also a registered childminder. She operates her service from 7.30am to 6pm on Monday to Friday, throughout the year.

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