

Childminder Report

Inspection date	6 October 2017
Previous inspection date	16 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 offers children good support as they adapt to changes in their lives, such as new siblings. She forms great relationships with parents and she offers them additional help when they most need it. Parents are positive about the impact the childminder has on children's development.
- Children have access to an abundance of good-quality toys and resources. They are curious about the environment around them and they have great fun exploring. The childminder and her assistants use their knowledge of the children to plan a range of suitable play experiences. Children make good progress from their individual starting points.
- The childminder has worked hard since the last inspection to drive forward improvement at her setting. She responds quickly to advice from professionals, as she now offers staff more support to access suitable learning opportunities.
- The childminder, her assistants and her co-childminder use consistent strategies to support children's ongoing good behaviour. They encourage children to consider the needs of others. Children are polite and they always use kind language.

It is not yet outstanding because:

- At times, children are not given time to fully consider what they want to say during conversations and to share their thoughts.
- The childminder and her assistants do not always consider how to use music at suitable times. Occasionally, it distracts children from activities in which they are taking part.

What the setting needs to do to improve further

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

- offer children as much time as they need to contribute to discussions and share their thoughts
- review the use of music, to check it is used at appropriate times to support children's development and does not detract from other activities in which they are partaking.

Inspection activities

- The inspector watched children as they played and interacted with the childminder, her co-childminder and assistants.
- The inspector spoke to the childminder about how she supports staff to develop new skills.
- The inspector carried out a joint observation with the childminder. They observed an assistant and discussed what they had seen.
- The inspector explored the childminder's knowledge of safeguarding and the procedures they follow to keep children safe.
- The inspector discussed individual children with the childminder, including the progress they have made since they started with her.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The childminder makes the most of the information she gains from self-evaluation to raise the standard of her provision. For example, she has reorganised the environment to offer children more space to play. In addition, she has made changes that mean the outdoor area is available for use all year round. The childminder is proud of her staff team and they work very well together. She closely monitors teaching and helps her assistants reflect on their own practice. They focus on how they can access new learning opportunities. For instance, two assistants are currently developing their knowledge of child development. Safeguarding is effective. The childminder has a secure knowledge of safeguarding and staff follow correct procedures to protect children from harm. She demonstrates a good understanding of appropriate adult-to-child ratios and fully considers them as she makes staffing arrangements. The childminder makes sure that only her assistants, who have been fully checked by Ofsted, are allowed unsupervised access to children. She effectively monitors their ongoing suitability to work with children, such as when they declare changes that might impact on their work.

Quality of teaching, learning and assessment is good

The childminder and her assistants offer children very good encouragement to practise their early writing skills using a range of media. For example, adults demonstrate how to correctly hold a pencil. Children lightly rub pencils and crayons across paper and are excited as they see the pattern of the leaf forming. The childminder has a good grasp of children's individual capabilities. She liaises with parents to share details of focused assessments. She regularly has conversations with her co-childminder and assistants about the type of resources they can introduce to meet children's needs. The childminder works with children to develop their hand-to-eye coordination. For instance, children carefully control the speed of balls as they roll them across the floor to friends. An assistant prompts children to follow instructions, and children thoroughly enjoy the game.

Personal development, behaviour and welfare are good

The childminder offers children enjoyable opportunities to be physically active. For example, children slither along the ground as they make their way through play tunnels. Children learn to check the area so that they can roll tunnels around the space avoiding their friends. The childminder educates children about how to keep themselves healthy. For instance, she offers them a nutritious selection of food and encourages them to follow effective hygiene routines. Children learn about other people that live in the community, such as when the childminder invites visitors in to discuss their jobs.

Outcomes for children are good

Children identify shapes and explore space. For instance, young children complete simple shape puzzles. Most-able children complete complex picture puzzles. Children are sociable and they enjoy linking up with friends to share enjoyable experiences. They are resilient and happy to work on tasks until they are complete. When the time comes, children are fully ready for the move to school.

Setting details

Unique reference number	EY232573
Local authority	West Sussex
Inspection number	1107568
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	16 March 2017
Telephone number	

The childminder registered in 2003. She lives in Bognor Regis, West Sussex. The childminder works each day with a co-minder. There are three different assistants who regularly work with the childminder. The childminder provides care on Monday to Friday from 7.30am to 6.30pm, throughout the year. She receives funding for the provision of free early years education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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