

Childminder report

Inspection date	11 December 2018
Previous inspection date	22 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 carefully observes children's play and accurately assesses what they already know and can do. She plans challenging activities based on children's interests and next steps in their learning. Children make good progress.
- The childminder offers children a wide range of opportunities to learn about the world around them and their local community. For example, children enjoy regular trips to drop-in groups, woodland areas and the beach.
- Partnerships with parents are very effective. Information is regularly exchanged to help the childminder plan for the children's interests and needs. Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children.
- The childminder is committed to her role and works hard to provide good-quality childcare. She is reflective, evaluates her provision well, gaining the views of parents. The childminder identifies where improvements can be made, for example, attending training to enhance her childcare knowledge.
- Sometimes, the childminder misses opportunities to encourage the youngest children to learn about and use numbers and shapes as they play.
- The childminder does not make the most of opportunities to extend children's understanding that print carries meaning.

What the setting needs to do to improve further

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

- make the most of all opportunities to further develop young children's early mathematical skills and understanding of numbers and shapes
- help to raise children's awareness of print to enrich their early literacy skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at children's learning and development records.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector took account of the views of the parents spoken to during the inspection and their written comments.

Inspector
Shan Jones

Inspection findings

Effectiveness of leadership and management is good

The childminder has a secure knowledge and understanding of her role and responsibilities in keeping children safe. Safeguarding is effective. The childminder knows the possible signs of abuse and understands how and to whom to report this, should she need to. Clear policies underpin her good practice, and these are shared with parents. The childminder is reflective and committed to developing her practice. She takes advantage of additional training opportunities to further enhance her knowledge. For example, the childminder has recently completed training to extend her knowledge of how to support younger children in their sensory exploration.

Quality of teaching, learning and assessment is good

The childminder is passionate about her role. She is well qualified and has a good understanding of how children learn through play. She recognises children's interests well and encourages them to think about and use their own ideas in their play. For example, younger children use their imaginations well and are beginning to replicate real-life experiences in their play, such as serving food. The childminder extends children's speaking skills effectively. She talks to children about what they are doing, asks questions and repeats new words for younger children. The childminder completes the required assessment of children's learning between the ages of two and three years and shares information with parents about children's capabilities.

Personal development, behaviour and welfare are good

Children have strong bonds with the childminder. She is attentive to the needs of younger children attending. She offers them extra attention and knows their personalities, habits and routines well. For example, younger children are fed and sleep according to their individual routines. The childminder regularly praises children, which promotes their emotional well-being effectively. The childminder implements consistent rules and boundaries for children to follow. She works closely with parents to provide consistency when managing children's behaviour, such as providing strategies for parents to use at home.

Outcomes for children are good

Children make good progress from their starting points and gain the skills needed for their next stage in learning. They quickly adapt to new routines and being away from parents for the first time. Children are keen to make themselves understood and enthusiastically utter new words. They are friendly and take an interest in the activities and people around them.

Setting details

Unique reference number	EY342174
Local authority	West Sussex
Inspection number	10066721
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 June 2016

The childminder registered in 2006 and lives in Middleton, Bognor Regis, West Sussex. She works from 6.30am to 6pm from Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

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