

Childminder report

Inspection date	17 January 2019
Previous inspection date	7 January 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The activities that the childminder provides have a seamless flow and the pace of teaching moves children forward in their learning, providing them with continual challenge.
- All children, including those who have special educational needs and/or disabilities (SEND), and those receiving funding, enjoy their learning. They make good progress. The childminder makes observations and knows the children well. She gathers important information from parents to help plan effectively for children's individual development.
- The childminder supports children's self-esteem exceptionally well. She praises children and encourages them to have a go at new activities and to keep trying. Children learn to have a 'can do' attitude and become resilient learners. Children have a wonderful relationship with the childminder.
- The childminder provides children with superb opportunities to learn about different people in their wider community. For example, children visit the elderly in their resident's accommodation. Children have forged positive friendships. They laugh, play and enjoy being together.
- Partnerships with parents are excellent. Parents comment on how the childminder goes 'above and beyond' in the care and opportunities she provides for the children in her care. They are fully involved in their children's development and engage in pertinent discussions with the childminder about the next steps in their child's learning.
- Although there are good monitoring systems in place, the childminder does not consistently use information about children's learning to the best effect to help raise their achievements to the highest level.

What the setting needs to do to improve further

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

- refine the monitoring of children's progress and plan the next steps in their learning even more precisely, to help them achieve at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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 completed a joint evaluation of an activity with the childminder.
- The inspector took account of the written views of the parents

Inspector
Shan Jones

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of how to identify, record and report any child protection concerns she may have. The childminder continues an effective programme of professional development. She undertakes training to enhance her good knowledge and skills and is reflective in her practice. For example, she reviewed planning to precisely target areas where children need to improve and gain maximum development in speaking and listening. As a result, the childminder knows exactly when to model, repeat or extend what children say to further their speaking.

Quality of teaching, learning and assessment is good

Children grow in confidence with the love and praise they receive from the childminder. The childminder gives children responsibilities as part of the daily routine and they quickly become highly independent. The childminder plays alongside children, constantly interacting with them, promoting their enjoyment and achievement through play. The childminder models, guides and assists the children in questioning, problem solving and enjoying what they are doing. For example, she initiates counting and ordering by size and weight. The childminder helps children to recognise numbers and to link mathematical ideas to objects.

Personal development, behaviour and welfare are outstanding

Children form close, wonderful relationships with the childminder and build strong friendships across all age groups. Older children are very considerate of the younger ones in all activities. Behaviour is excellent. The childminder promotes an awareness of healthy eating exceptionally well. For example, children visit the family allotment and grow produce, which they help the childminder prepare and eat at her setting. In addition, the childminder plays games with children to consider foods that are healthy, and those we should eat occasionally. Exceptional parent partnerships enhance children's learning so they make rapid progress. The childminder makes excellent use of local amenities. Various outings include visits to soft-play centres, wild life parks and drop in groups. Trips within the community help to enhance children's varied learning experiences.

Outcomes for children are good

Children gain the skills and knowledge to help them in the next steps in their learning. Children have good listening skills and carefully follow instructions. They learn to recall letters of the alphabet, identify words that begin with specific letters and practise writing their names.

Setting details

Unique reference number	EY333132
Local authority	West Sussex
Inspection number	10066720
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	5
Number of children on roll	6
Date of previous inspection	7 January 2016

The childminder registered in 2006. She lives in the Poundhill area of Crawley, West Sussex. The childminder holds a relevant early years qualification at level 3. She provides funded early education for three-and four-year-old children. The childminder provides care for older children during out of school hours.

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Piccadilly Gate
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