

Childminder Report

Inspection date

20 April 2016

Previous inspection date

19 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 partnerships with other professionals and other early years settings that children attend. They work well together to help to provide consistency in children's care, learning and development.
- The childminder evaluates and reflects on her practice. She has effective monitoring systems in place to help identify any areas for children's further development and provides the appropriate support.
- Children have opportunities to be active in a number of ways, for example, when they play outside on large equipment.
- The childminder keeps up to date with legislative and practice changes, and shares this information with parents.
- The childminder knows each child very well. Children are happy and confident. The childminder builds on their developing self-confidence and emotional well-being.
- Children can recognise numbers and are learning to count. This helps them to develop skills needed as they move on to the next stage of their learning and school.

It is not yet outstanding because:

- At times, the childminder does not make full use of daily routines, such as the gaps between activities, to extend the children's learning.
- The childminder does not always provide enough opportunities to extend children's understanding of information technology.

What the setting needs to do to improve further

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

- make good use of all learning opportunities that arise during daily routines to extend children's development and learning
- strengthen children's understanding of information technology and equipment to help them learn how some things work for a purpose.

Inspection activities

- The inspector observed interactions between the childminder and the children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took the written views of parents into account.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

The childminder seeks the views of children and parents to help develop her setting. She has an effective partnership with parents. For example, some parents did not want to access an online system for reporting purposes. The childminder now provides a written hardcopy to share. Children evaluate activities. For example, they colour a star on a reading record to show if they enjoyed it. The childminder then shares this with parents. This helps parents and the childminder to find books that interest the children to continue their learning at home. Safeguarding is effective. The childminder is aware of what to look out for if she has a concern about a child's welfare and knows the procedures to follow.

Quality of teaching, learning and assessment is good

Children are encouraged to appreciate the natural world. For example, children view bugs and bees and are curious about a plant that looks like a bee. The childminder teaches children personal care skills, for example, children are aware that germs may be 'unseen'. The childminder supports communication and language and is able to adapt activities to each child. She uses actions and gestures for younger children and asks older children challenging questions such as 'what do you think will happen next?' She extends children's vocabulary effectively. For example, she introduced the word 'terrified' as she read a story.

Personal development, behaviour and welfare are good

The childminder is a good role model. She uses a calm voice and positive praise. She uses actions such as 'high fives' to praise children for good behaviour, and rewards children effectively; for example, children receive certificates and stickers after successfully using the toilet. The childminder provides organic healthy food. She talks to children about how healthy food helps our bodies. For example, she explains how cheese can help to develop healthy bones. Children develop a good range of practical skills and enjoy the world through a wide range of interesting experiences. For example, children benefit from visits to the park, the aquarium, toddler groups, the beach, farms and have other exciting outings.

Outcomes for children are good

Children are beginning to learn how to play cooperatively in preparation for school. They develop useful skills for the future. Children learn about different mathematical concepts that prepare them for their move to school. For example, they learn mathematical language, such as 'lots' and 'more'. Children become independent, for example, they manage their personal hygiene needs. Their behaviour is good and they learn to share, take turns and respect others.

Setting details

Unique reference number	301156
Local authority	West Sussex
Inspection number	826120
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	19 March 2009
Telephone number	

The childminder registered in 2003. She lives in Haywards Heath, West Sussex. The childminder operates Monday to Friday from 7am to 6pm.

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