

Childminder report

Inspection date	7 March 2019
Previous inspection date	28 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good knowledge of how children learn and develop. She uses this information to observe, assess and plan activities to support children's continued development.
- The childminder organises her home effectively to meet the needs of children. Children have access to a range of resources and interesting activities that match their interests and levels of development.
- The childminder evaluates her provision effectively and includes the views of parents and children. She is able to identify clear targets for improvement that help to improve outcomes for children.
- Children build strong bonds with the childminder, which help them to feel secure and develop their confidence to play and explore. For example, they actively seek her out for reassurance and cuddles throughout the day if they need it, before happily returning to their chosen task.
- The childminder establishes good relationships with parents. Parents are kept well informed about their child's general well-being and progress. For example, she keeps parents up to date through daily exchanges, daily diaries and online systems. This helps to encourage consistency of care between the setting and home.
- The childminder organises enjoyable and exciting outings to places, such as farms, parks and local playgroups. Children enjoy learning about the local community and the wider world. Children make good progress emotionally and socially.
- The childminder's outdoor learning environment does not provide children who prefer to learn outdoors with the same exciting learning opportunities that they receive indoors.
- The childminder does not consistently gather sufficient information about what children can already do at home, to support her initial assessments of children's learning when they first start.

What the setting needs to do to improve further

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

- enhance opportunities for children to make choices about their play environment, particularly for those children who prefer to play outdoors
- gather more detailed information from parents more consistently about children's prior achievements when they start.

Inspection activities

- The inspector looked at the areas of the premises used for childminding.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the written views of parents.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date and knows and understands her role in identifying when a child may be at risk of harm. The childminder's policies, procedures and risk assessments support children's health, safety and well-being effectively. She continually assesses risks in the environment to help keep children safe and supports children in their understanding of how to keep themselves safe. The childminder maintains her professional development well. She makes good use of networking opportunities with other childminders and regularly attends local network meetings to help keep abreast of current legislation and guidance. This helps to ensure her skills and knowledge are up to date and continually improve.

Quality of teaching, learning and assessment is good

The childminder is an attentive teacher and good role model. She sits alongside children, plays with them and joins in their games. She skilfully seizes opportunities to suggest ideas and extend learning. For example, as a toddler tries to thread beads onto a string, the childminder asks if she can hold the bead so they can insert the string. This approach helps to promote children's physical coordination, concentration and a sense of achievement effectively. Early mathematical concepts are supported and woven into everyday daily activities effectively. For instance, the childminder counts children's socks effectively as they are put back on their feet. The childminder knows the children well. She uses her knowledge as she builds on children's communication effectively, modelling language and talking to them about what is happening. For example, she talks to children about what they are making in the role-play kitchen and they chat about what is needed to make a cup of tea.

Personal development, behaviour and welfare are good

The childminder is caring and attentive to children's emotional needs. She gives children constant praise and encouragement for their efforts and achievements. This helps children develop good levels of self-esteem. Children behave well. The childminder shares her expectations with children, such as by encouraging children to roll rather than throw balls inside her home. This helps children to understand what acceptable behaviour is. Healthy lifestyles are promoted. The childminder works with parents to ensure children are not eating too much added sugar in their diets. This helps children to learn about what foods are good for their bodies and about making healthier choices.

Outcomes for children are good

Children are motivated, independent and busy learners. They engage well in the environment and confidently access resources and activities. Children show a keen interest in books and enjoy listening to stories. They eagerly explore toys with buttons and levers to help develop their curiosity about how things work. Children are building good relationships with their peers and are learning to share and take turns together. Children make good progress based on their starting points and are well prepared for their next stage in learning and eventual move to school.

Setting details

Unique reference number	EY248131
Local authority	West Sussex
Inspection number	10066704
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	28 January 2016

The childminder registered in 2002. She lives in Burgess Hill, West Sussex. The childminder offers her service all year around, from 7am until 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children age two, three and four years. She has an appropriate home-based early years qualification at level 3.

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