

Childminder Report

Inspection date

4 May 2016

Previous inspection date

29 September 2011

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 provides a welcoming and well-organised environment for children. She checks her home and garden thoroughly each day to ensure that children can play safely.
- Children are confident and settled. They have good relationships with the childminder, who has a warm, caring approach. She is sensitive to children's individual needs and meets them well.
- The childminder carefully plans a good variety of interesting activities and experiences that children enjoy. They easily choose from a wide range of toys and play materials suitable for their needs. Children make good progress in their development.
- Parents are welcomed into the setting and have positive relationships with the childminder.
- The childminder constantly reflects on her practice and identifies areas for future development. For example, she is developing the outside play space to create new challenges for children.

It is not yet outstanding because:

- The childminder does not always work closely with other early years settings that children attend, to develop a consistent approach to children's learning and care.
- The childminder does not always give parents precise information about the next steps for their children's development, to help them support children's learning at home.

What the setting needs to do to improve further

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

- improve the arrangements for working in partnership with other early years settings that children attend, to ensure a consistent approach
- review the information shared with parents to help them extend children's learning at home.

Inspection activities

- The inspector observed children taking part in activities with the childminder, inside and outside.
- The inspector had discussions with the childminder throughout the inspection about her practice and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector read questionnaires from parents and took account of their views.
- The inspector looked around the areas of the home used by children.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed child protection training. She knows what steps to take if she has any concerns about a child's welfare. She is well organised and keeps comprehensive childminding records. The childminder makes good use of links with other childminders to keep up with changes and share ideas. She attends local courses and uses what she learns effectively to develop her skills. For example, training related to play work helped her extend outdoor learning experiences. She regularly seeks the views of parents to help her evaluate the provision and they are very happy with the care that she provides.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors their development closely to help identify any gaps. She responds to children's interests and extends their learning well. For example, she added new tools and some water to extend children's play in the mud tray. She gives children time to explore and try things for themselves. Children became absorbed in their play as they experimented with the mud and water and they concentrated well. The childminder supports children's communication and language skills effectively. For example, she talks and sings with children as they play, listens to them well and introduces new words. She makes good use of everyday activities to help children practise their mathematical skills. For instance, children talked about size and shape as they played in the mud tray, and counted their grapes at snack time.

Personal development, behaviour and welfare are good

The childminder acts as a good role model. She offers children gentle encouragement and praise, and children behave well. Children have good opportunities to practise their self-care skills, for instance, when they cut up their banana at snack time. The childminder helps them to learn useful skills so they can keep themselves safe. For example, they learn to use the knife carefully and take part in regular fire drills to practise what to do in an emergency. The childminder promotes children's good health effectively. For instance, children learn why they need to wash their hands before they eat. Children enjoy playing outside as part of a healthy lifestyle. They have fun developing their physical skills and learning about the natural world.

Outcomes for children are good

Children make good progress from their starting points. They confidently express their wishes and needs. They grow in independence. For example, they help themselves to toys and put on their shoes to go outside. Children play happily together, learning to share and take turns. They concentrate on activities well and are motivated to learn. They are well prepared for their future learning and for the move to school.

Setting details

Unique reference number	EY255358
Local authority	West Sussex
Inspection number	826557
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	29 September 2011
Telephone number	

The childminder registered in 2003. She lives in Crawley, West Sussex. She cares for children each weekday throughout the year. The childminder can receive funding for the provision of free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

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