

Childminder Report

Inspection date

4 November 2015

Previous inspection date

8 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 thoughtful and inviting environment for children. She plans activities to meet the children's needs and interests.
- The childminder builds good relationships with children and gets to know them well. She speaks to them in a calm and positive way and praises their achievements. This gives children the confidence they need for future learning.
- The childminder is skilled at extending children's learning through play. She uses good methods to teach early language development. For example, she repeats words children say and shows them the correct way to speak to help children make good progress.
- Children thoroughly enjoy playing with a wide range of stimulating toys. The childminder encourages their independence. Children are confident, happy and secure.
- The children behave well and the childminder acts as a good role model. Children learn to treat the childminder and her home with respect and listen to what she says. For example, when she asks children to help tidy up the toys, they do so immediately.

It is not yet outstanding because:

- The childminder does not make full use of opportunities to share ideas with parents on how they can extend children's learning at home.
- The childminder does not effectively include parents in the process of reviewing her practice and making improvements.

What the setting needs to do to improve further

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

- develop further robust systems for ongoing reflective practice to include and act on the views of parents in continuing to improve outcomes for children
- strengthen partnerships with parents by suggesting activities for parents to carry out at home to support their children's learning.

Inspection activities

- The inspector observed children at play in the childminder's home and garden.
- The inspector examined a sample of documentation and children's records.
- The inspector observed teaching and the impact this had on children's learning.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.

Inspector

Benjamin Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a clear understanding of her role and responsibilities, which she implements well. She undertakes training to update her skills and does her own research into good practice. The childminder puts her learning into immediate effect. For example, she strengthened her practices to extend children's early language development. The childminder makes regular detailed observations of the children. She uses these to assess each child's development and monitor their progress. This allows her to quickly identify any gaps in the children's development and offer more support. The childminder uses this information to plan purposeful and challenging next steps. Safeguarding is effective. The childminder has good knowledge of how to keep children safe and follows her detailed policies and procedures.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of how to promote children's play in all areas of learning, which helps them achieve. She knows how very young children learn and the quality of her teaching is strong. The childminder speaks to children in a thoughtful way. She supports their play and encourages their ideas. For example, the childminder asks children questions as they play with pretend food. Children engage in their learning and make good progress. Children benefit from a wide selection of creative opportunities. For example, they choose to paint and glue the leaves that they collected from the park and enjoy making different marks on the paper.

Personal development, behaviour and welfare are good

The childminder is successful as she helps children to feel happy and safe and they form secure attachments with her. She uses information that she gathers from parents to help children settle quickly. Children show good motivation and concentration in their learning. For example, children take time solving how to fit building pieces together and enjoy their achievement. The children benefit from good outdoor experiences. They enjoy developing physical skills, including running and pushing buggies. The childminder encourages healthy food and children enjoy eating a variety of fruits. Children learn how to keep themselves safe, for instance, as they know to walk indoors. They learn to be considerate. For example, children help to feed the childminder's cat and learn to be gentle and caring toward it.

Outcomes for children are good

Children make good progress from their starting points. They develop physical skills, hear early mathematical language and enjoy making marks. Children show typical levels of development for their age and are well prepared for the next stages in their learning.

Setting details

Unique reference number	EY269322
Local authority	West Sussex
Inspection number	1021306
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	8 March 2011
Telephone number	

The childminder registered in 2003 and lives in Rustington, West Sussex. The childminder has a childcare qualification at level 3. She cares for children between 7.30am and 6.30pm each weekday, all through the year.

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