

Childminder report

Inspection date

10 June 2019

Previous inspection date

4 November 2015

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

- Children are relaxed, happy and settled in the childminder's care. The childminder has warm, caring relationships with children. She knows them well and meets their emotional and physical needs effectively.
- The home is welcoming and well organised. Children enjoy choosing from a wide range of easily accessible equipment and resources. The childminder supports children's independence skills well, for instance she encourages them to select toys for themselves.
- There are positive relationships with parents. The childminder keeps them well informed and shares regular updates about children's progress.
- The childminder plans a variety of activities and outings based on a good knowledge of children's interests and needs. Children join in activities eagerly and are keen to learn. They make good progress in their development.
- The childminder does not gather as much detailed information as she could from parents about what children know and can do before they start, to help her identify starting points and plan for their learning from the outset.
- The childminder reflects on her practice and is motivated to continually develop the service she provides. However, she does not focus her professional development plans sharply on raising the quality of the provision even further.

What the setting needs to do to improve further

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

- gather more detailed information from parents about their children's capabilities on entry, to help establish their starting points more clearly
- strengthen the arrangements for continuous professional development, to help extend existing knowledge and teaching skills even further.

Inspection activities

- The inspector observed children taking part in activities with the childminder and assessed the impact this had on their learning.
- The inspector talked to the childminder about her practice and children's learning and development and evaluated activities with her.
- The inspector sampled records including some children's learning journals.
- The inspector looked around the areas of the home used by children.
- The inspector read questionnaires completed by parents and took account of their views.

Inspector

Rebecca James

Inspection findings

Effectiveness of leadership and management is good

The childminder is well organised and thorough in her approach. She has a good understanding of requirements and keeps up to date effectively, such as through links with other childminders. The childminder seeks the views of parents and children to help her evaluate the provision and identify areas to improve. She makes changes that have a positive impact on children's experiences. For instance, she now works more closely with parents to support children's learning at home. Safeguarding is effective. The childminder understands how to recognise and report any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors their development closely. She adapts activities effectively to include all children and help them catch up if there are any gaps in their learning. She works successfully with other settings children attend, to help ensure a consistent approach. The childminder follows children's interests well. For example, children were eager to make pictures with the leaves they had collected on a windy day. She helps them develop new skills and encourages them to try things for themselves, such as using a brush to spread the glue. Children are delighted with their accomplishments. The childminder talks to children as they play and encourages conversations. This helps support their language and communication skills.

Personal development, behaviour and welfare are good

Children behave well. The childminder is a good role model and offers them warm, reassuring guidance and praise. Children become familiar with the daily routines. They happily help tidy up and get ready for lunch. The childminder teaches children useful skills and knowledge to help keep them healthy and safe. For instance, she reminds them why they need to sit carefully on their chair so it does not tip over. The childminder checks the home thoroughly to help identify and minimise any potential hazards. She supervises children closely at all times. This helps children play safely. Children enjoy playing in the garden. They have good opportunities to develop their physical skills, such as by using the equipment outside.

Outcomes for children are good

Children grow in confidence and become more independent. They are eager to take responsibility for simple tasks, such as cleaning the table. Children communicate confidently and talk about their ideas and experiences. They begin to practise writing their name and they recognise significant letters. They count as they play and skilfully fit puzzles together. Children practise their physical skills as they uses brushes and pens to make pictures and draw. They take part in a range of outings that help broaden their experiences. They are well prepared for their future learning and for starting school.

Setting details

Unique reference number	EY269322
Local authority	West Sussex
Inspection number	10066611
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	18
Date of previous inspection	4 November 2015

The childminder registered in 2003. She lives in Rustington, West Sussex. The childminder cares for children between 7am and 6pm each weekday, throughout the year. She holds a childcare qualification at level 3. The childminder receives funding to provide free early education for children aged three and four years.

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