

Childminder report

Inspection date	1 November 2018
Previous inspection date	28 September 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

The provision is good

- The childminder interacts skilfully with children and successfully builds on their learning. Children make good progress from their starting points.
- Children are well-occupied and engage in play with a purpose. For instance, they thoroughly enjoy making models, such as bridges, with a variety of construction materials.
- The childminder actively builds on children's strong imaginary skills. For example, children spend a long time acting out scenarios using toy vehicles, such as fire engines and breakdown trucks. The childminder makes good use of this imaginary play to increase children's already good understanding of safety.
- The childminder creates a safe and homely environment where children feel secure, safe and content.
- The childminder successfully identified a need to refresh her skills in supporting individual children's emerging language. She completed a course that increased her awareness of, for example, how to talk to children and use resources, such as books, to help less able speakers. The childminder competently repeats words back to children and encourages them to describe what they are doing.

It is not yet outstanding because:

- The childminder has not fully established effective links with other early years settings that children attend to support and build on continuity in their care and learning.
- The childminder does not consistently give children access to a wide range of experiences that help enhance their already strong sensory skills.

What the setting needs to do to improve further

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

- develop more effective partnerships with other settings that children attend to support even greater continuity in care and learning
- increase opportunities for children to explore further a wide range of different textures and materials.

Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from written feedback.
- The inspector discussed childcare practice with the childminder.

Inspector

Alison Weaver

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder fully understands the need to report any child protection concerns to the relevant agency. She takes robust measures that help minimise hazards to children. The childminder carefully monitors her planning and teaching to make sure she meets all children's needs well. She works closely with parents to provide continuity in children's care and learning. For example, the childminder exchanges helpful information with parents and keeps them well informed about children's achievements.

Quality of teaching, learning and assessment is good

The childminder makes good use of observation and assessment of children to identify learning priorities for each child. She successfully follows children's interests when planning challenging activities that extend learning further. The childminder competently builds on their mathematical skills. For example, she introduces counting into play and everyday routines. As they go upstairs, children count the steps with the childminder. Young children attempt to count toys up to high numbers. The childminder finds additional resources when needed to extend children's play and imagination even further. She models play effectively and shows children how to use simple forms of technology, such as a toy microphone.

Personal development, behaviour and welfare are good

The childminder is caring, friendly and supportive. Children have strong emotional bonds with the childminder. They laugh with her as they play together and have fun. The childminder increases children's social skills by, for example, taking them to group activities. She provides plenty of opportunities for children to take part in active play and build on their strong physical skills. For instance, the childminder makes good use of local parks to teach children how to take and manage risks when using play equipment, such as ladders and a pretend fireman's pole.

Outcomes for children are good

Children develop well in the skills they need to secure future learning. They are confident, independent and enjoy learning. Children have a love of books and develop good early writing skills. For example, they have fun drawing round the childminder's hand. Children are effective communicators and hold long conversations with adults. They have good manners and strong social skills. Children manage their personal care needs well and develop a good understanding of the importance of healthy lifestyles.

Setting details

Unique reference number	EY275311
Local authority	West Sussex
Inspection number	10066612
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 September 2015

The childminder registered in 2003. She lives in Southwater, West Sussex. The childminder has a childcare qualification at level 3. She offers care all year round from 8am to 6pm on Monday, Tuesday, Thursday and Friday. On Wednesday, the childminder offers care from 8am to 8.45am, and from 3pm to 6pm.

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