

Childminder Report

Inspection date

21 April 2016

Previous inspection date

7 October 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder has excellent partnerships with parents. For example, she visits children in their homes prior to them starting and shares a wide range of information to keep parents fully involved in their children's learning.
- Children behave exceptionally well and are extremely polite. For example, they learn to share, take turns and resolve conflicts for themselves.
- The childminder supports children to develop exceptional communication and speaking skills. For example, children participate in daily group activities, such as the 'listening and sound' bag.
- Children make excellent progress. The childminder tracks children's progress closely and develops extremely detailed planning. This helps to promptly identify and close any gaps in children's development. She has an excellent knowledge of all the children and their interests.
- The childminder regularly reviews and evaluates her practice. For example, she highlights areas that she wants to improve and seeks out relevant additional training to help her improve her service further.
- Children have excellent opportunities to prepare for their move to school. The childminder helps them to learn the skills they need. For example, she encourages children to be independent and have confidence in their abilities.

What the setting needs to do to improve further

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

- strengthen the already excellent opportunities to extend further children's understanding of similarities and differences of others within the wider community.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with children.
- The inspector sampled written documentation, including children's progress reports and suitability checks.
- The inspector spoke to children, parents and the childminder and considered their views.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The childminder works extremely closely with other early years professionals and schools. For example, she shares her planning with other settings that children attend and works with teachers to provide children with consistency when learning about the sounds that letters make. The childminder continuously develops her practice, skills and knowledge. For example, she has attended training to help her support children who have special educational needs further. Safeguarding is effective. The childminder has an extensive knowledge of how to protect children's welfare and what to do if she has concerns.

Quality of teaching, learning and assessment is outstanding

The childminder extends children's learning exceptionally well. For example, she takes children to popular landmarks to extend their knowledge and interest. Children have exceptional opportunities to explore and investigate. For example, they are participating in a national project to observe the differences between two batches of rocket, one of which has been in space. Children have planted them and are now observing their growth. The childminder extends children's learning extremely well. For example, she encourages children to think about what the differences may be and provides resources for them to extend their understanding of space. The childminder makes excellent use of activities to develop children's mathematical skills. For example, she encourages them to measure and plot the heights of their flowers on graphs and charts. This helps children to learn to compare sizes and use ever increasing complex mathematical language.

Personal development, behaviour and welfare are outstanding

Children develop exceptional social skills and show kindness and respect towards others. However, the childminder does not always make the most of opportunities to further children's understanding of the differences and similarities of others within the wider community. Children learn about caring and respecting animals and other living things. For example, each year they adopt an animal and have opportunities to explore and learn about what they eat and where they live. Children plant vegetables and fruits and use these for snack. The childminder extends their learning and includes children's family. For example, she bags up the potatoes they grow and sends them home with the children.

Outcomes for children are outstanding

All children make outstanding progress in relation to their starting points, including those who have special educational needs. They are exceptionally settled, confident and motivated to learn. For example, children enjoy an extensive variety of outings to explore larger climbing equipment. This promotes their physical well-being exceptionally well. They develop an excellent range of skills to prepare them for the next stage in their learning.

Setting details

Unique reference number	EY310500
Local authority	West Sussex
Inspection number	827171
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	7 October 2010
Telephone number	

The childminder registered in 2005. She lives in Crawley, West Sussex. The childminder cares for children Monday to Friday, from 7am to 6pm, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant level 3 early years qualification.

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