

Childminder Report

Inspection date

4 October 2017

Previous inspection date

25 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 offers a welcoming, well-organised home environment for children. She checks the home thoroughly each day to help identify and remove any hazards and supervises children vigilantly at all times.
- Children are happy and settled in the childminder's care. The childminder knows them well and is sensitive to their individual needs. She supports their emotional and physical well-being effectively.
- The childminder plans a wide variety of activities and experiences for children based on a good knowledge of their interests and stage of development. Children make good progress in their learning from their starting points.
- There are good partnerships with the other settings that children attend. For instance, the childminder makes good use of information from other settings to plan for children and help ensure they experience a consistent approach to their learning.

It is not yet outstanding because:

- The childminder does not always make the most effective use of her assessments to monitor all children's progress precisely, to help identify any gaps in learning as quickly as possible.
- The childminder has not developed highly effective methods for gathering regular feedback from parents as part of the evaluation of her provision.

What the setting needs to do to improve further

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

- make more effective use of assessment to monitor children's progress even more precisely, to help quickly close any gaps and ensure all children make the best possible progress
- extend the involvement of parents in the monitoring and evaluation of the provision to further include their views when identifying areas for improvement.

Inspection activities

- The inspector observed children taking part in activities with the childminder and assessed the impact this had on their learning.
- The inspector had discussions with the childminder about her practice and children's learning and development.
- The inspector looked around the areas of the home used by children.
- The inspector sampled paperwork, including children's records.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any concerns about a child's welfare or well-being and takes appropriate action when necessary. She reflects on her practice and is motivated to develop her knowledge and skills. For instance, she is using what she learnt on a course to develop her practice in relation to health and safety at the setting. The childminder has good relationships with parents. She works with them closely and shares information to help involve them in their children's learning, such as offering suggestions for activities to continue at home.

Quality of teaching, learning and assessment is good

The childminder gathers detailed information from parents about children's needs and achievements before they start. She observes children and plans activities and outings that children enjoy. The childminder successfully supports children's language and communication skills. For instance, she listens to children well, gives them time to answer questions and introduces new words. She encourages children to try things for themselves and persevere with tasks. For instance, children were delighted to fit the pieces of train track together on their own and were proud of their achievement. The childminder responds to children's interests well, such as building on their love of music by including instruments and songs in a variety of activities.

Personal development, behaviour and welfare are good

The childminder is a good role model and offers children warm reassurance and praise. She helps young children settle quickly, for instance she is familiar with their home routines and follows these carefully when they first start. Children behave well. They learn about diversity and the wider community, for instance, through learning about Chinese New Year or the American Independence Day. The childminder supports children's good health well, for example, children enjoy healthy options at snack time and follow routines for washing their hands before they eat. The childminder helps children learn to keep themselves safe, such as taking part in regular fire drills. Children enjoy playing outside every day and benefit from the fresh air and exercise.

Outcomes for children are good

Children grow in independence and make confident choices about their play. For example, they help themselves to toys and choose between activities. Young children explore their environment and are eager to investigate toys and equipment. Children develop good social skills and play well together, learning to take turns. They count as they play and solve simple problems, such as finding the correct piece for a puzzle. They develop strong communication skills and remember the words to their favourite songs. Children show an interest in books and concentrate well, becoming absorbed in their play. They are well prepared for their future learning and for the move on to school.

Setting details

Unique reference number	EY367769
Local authority	West Sussex
Inspection number	1070957
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	25 November 2014
Telephone number	

The childminder registered in 2007. She lives in Upper Beeding, West Sussex. She cares for children from 7am until 6.30pm, Monday to Friday during term time and during holidays on request. She receives funding to provide free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

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