

Childminder Report

Inspection date

10 May 2017

Previous inspection date

24 February 2015

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 has good relationships with parents. She constantly shares information about their children's learning. She provides ideas for them to further support their learning at home. Parents are happy with their children's care and development.
- Children are very happy in the childminder's home. They have good relationships with her and each other. The childminder has a good knowledge of children's interests and provides them with an exciting environment that motivates them to learn.
- The childminder has good relationships with other settings that children attend. She shares information about children's learning and next steps to help provide a consistent approach to their ongoing development.
- The childminder constantly monitors children's progress and assesses their development. She plans individual next steps, helping challenge their current progress and supporting them in making further good progress.

It is not yet outstanding because:

- The childminder does not always make some routine tasks achievable for children to carry out independently.
- The childminder, occasionally, misses opportunities to talk to children about the marks they make to help further support their early reading and writing skills.

What the setting needs to do to improve further

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

- make tasks more achievable to help further encourage children's confidence and self-esteem
- make the most out of opportunities to discuss the marks that children make to help further promote their early literacy skills.

Inspection activities

- The inspector observed activities and the childminder's interactions with children. She discussed with the childminder the learning that took place.
- The inspector viewed children's development records and their progress from their starting points.
- The inspector spoke to the childminder, children and some parents at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding.
- The inspector sampled a range of written documentation, including self-evaluation plans, policies and procedures, and risk assessments.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of possible signs that may give cause for concern regarding children's safety and the procedures she would follow. The childminder understands the importance of recording and monitoring any concerns and her role and responsibilities in keeping children safe. The childminder is committed to keeping her knowledge and understanding up to date to develop her practice. The childminder evaluates her practice well and has made improvements since her last inspection. For example, she has developed the ways she communicates with parents to improve the information that they share about their children.

Quality of teaching, learning and assessment is good

The childminder makes good use of children's interests to extend their learning. For example, while children explore animals, the childminder sings nursery rhymes. Children join in and find the animals that they are singing about. This helps develop their knowledge and encourages their communication skills. The childminder skilfully adapts activities to meet children's individual stages of development. For example, children enjoy threading shapes. The childminder asks older children to tell her the names of the shapes and younger children to recognise colours. The childminder knows when children need additional challenge in their learning. For example, while playing with puzzles, the childminder asks children to tell her how many pieces they have and described features on the pictures.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's home and have a good understanding of the routine. For example, they know they must take their shoes off when they come inside. The childminder has a good understanding of children's individual needs and adheres to them at all times. For example, she recognises when younger children are tired and need a sleep. Children have regular access to the outdoor area and enjoy using ride-on toys and running around. The childminder explains to children that they have to put sun cream on to make sure their skin is safe in the sun. She helps develop children's knowledge of how to keep themselves safe well. Children behave well. The childminder praises them for sharing and taking turns, helping promote good behaviour.

Outcomes for children are good

Children make good progress in all areas in preparation for future learning and move to school. Children are happy, interested in learning and confident communicators. They have regular opportunities to learn about the wider community and to respect people's differences. For example, children visit playgroups and use local transport. These also help develop their already strong social skills.

Setting details

Unique reference number	EY379982
Local authority	West Sussex
Inspection number	1093557
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	24 February 2015
Telephone number	

The childminder registered in 2009 and lives in Pound Hill, Crawley, West Sussex. The childminder operates from 8am until 6pm, Monday to Friday. The childminder provides funded early years education for three-year-old children.

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