

Inspection date	24 February 2015
Previous inspection date	6 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a very professional approach to her work. She consistently updates her knowledge and understanding of childcare issues and reflects on her work to make improvements. This means she is skilled at meeting the safeguarding and welfare requirements.
- The childminder is very skilled at meeting children's learning and development needs. She plans an interesting and varied range of activities to engage children in good quality play. This gives children challenges to extend their learning, helping them to make good progress.
- The childminder has created a very strong learning environment equipped with good quality toys and play materials, which give good support to children's independence. This makes a strong contribution to children's well-being.
- The childminder shapes her outdoor learning environment around children's interests and exploratory skills. For example, she provides a digging area, weather station and mud kitchen, which helps children to engage with nature.

It is not yet outstanding because:

- Sometimes the childminder intervenes in children's disputes about sharing or taking turns rather than helping them to learn the skills for themselves. This has an impact on children's self-management skills.

What the setting needs to do to improve further

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

- enhance children's management of their own behaviour by teaching them the skills to solve some disputes themselves.

Inspection activities

- The inspector observed children at play in the childminder's home.
- The inspector examined a range of documentation and sampled online records of children's development.
- The inspector read parent and child questionnaires and other references to note their views.
- The inspector and childminder discussed evaluation methods and reflected on the children's activities in the inspection.

Inspector

Susan McCourt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder meets with parents before children start so that she can provide for their interests and abilities from the start. The childminder makes frequent observations of children's achievements. She tracks children's learning, which shows that children make good progress in their learning. The childminder is a skilled teacher and enriches children's play with her conversation. For example, she uses descriptive language about shape, colour and number, which promotes children's understanding. Children have mature communication skills as a result. Children are independent and eager to create their own ideas. For example, they use dolls, nappies and clothes to create an extensive role play in which they took care of babies and pretended to take them on an outing. Overall, children gain good skills to help them in their future learning.

The contribution of the early years provision to the well-being of children is good

Children build strong attachments with the childminder and she tailors the routine around their individual needs. This helps children to feel secure and very much at home. Children confidently explore new activities and ideas. For example, they made their own fruit kebabs by chopping fruit and putting the pieces onto sticks. The childminder taught the children how to do this safely and gave considerate support so that children could be as independent as possible. Children enjoy their time outside, which contributes to a healthy lifestyle. Children learn good social skills, such as taking responsibility for tidying and helping each other. Older children learn how to have empathy for young children because the childminder is a good role model for them. Children are learning how to share resources during most activities. However, the childminder does not always help them to resolve disputes themselves.

The effectiveness of the leadership and management of the early years provision is good

The childminder has detailed policies and procedures that guide her practice and she shares these with parents so that they understand her responsibilities. This includes her child protection procedures. The childminder reflects on her practice and asks parents and children for their views so that she can make improvements, which benefit everyone. She also watches how children use the play materials to make sure she is maximising their learning. For example, the childminder noted that children were more highly engaged in play when she provided activities, which they could add to, rather than giving them completely free choice. Her attention to detail in this regard means that children benefit in practical ways from her self-evaluation processes. Parents have direct access to the childminder's records of their child's development and care, which promotes a strong partnership approach.

Setting details

Unique reference number	EY379982
Local authority	West Sussex
Inspection number	829645
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	6 February 2009
Telephone number	

The childminder registered in 2008. She lives with her husband and two children in Crawley, West Sussex. The childminder has a level four qualification and is in receipt of funding for free early education for children aged two, three and four years. The family has two cats.

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