

Childminder Report

Inspection date

18 May 2015

Previous inspection date

26 November 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 uses an effective system to ensure children are developing in line with expected outcomes for their age. Therefore, children progress well.
- The childminder prepares children for school as she reinforces essential mathematical concepts and develops their pencil control. She teaches children about letter sounds using the same techniques taught at school.
- Children behave well because the childminder makes her expectations clear as she explains gently why they have to do things in certain ways.
- Parents and the childminder exchange valuable information about the children through verbal feedback and informative diaries. The childminder liaises with the pre-schools that children attend to provide continuity in their learning and in order to provide parents with clear feedback.
- Children are safeguarded well. The childminder has a secure knowledge of child protection procedures and makes sure that her home is safe.

It is not yet outstanding because:

- The childminder does not always use effective questioning to encourage children to think about their answers and solve problems independently.
- The childminder does not consistently use her knowledge about children's emerging interests to plan activities that further enhance their learning and development.

What the setting needs to do to improve further

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

- extend opportunities to encourage children to think in greater detail or to solve problems independently through the consistent use of effective questioning
- use the interests that emerge from children's play, to plan for activities that will fully appeal to each individual child.

Inspection activities

- The inspector observed activities indoors and discussed the provision for outdoor play.
- The inspector looked at the childminder's self-evaluation plan.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the childminder's qualifications and suitability.

Inspector

Kerry Lynn

Inspection findings

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

Children develop good language and communication skills because the childminder engages in regular conversations as they play and models language effectively. She uses dolls to model conversations as they play. Children are motivated to learn because activities are exciting and the childminder sets achievable challenges. Children investigate textures as they search for painted pasta tubes in a paddling pool of shredded paper, buttons and pasta. The activity provides opportunities to develop learning in a range of areas so children stay interested and enthused. They sort pasta according to colour, explore the paper using their senses and thread the tubes to make a necklace. Children are proud of their achievements and joyfully show off their necklaces. The childminder uses activity plans to ensure children get the most out of activities, which are closely linked to topics. She carefully considers aspects to cover, including specific language. She evaluates her plans to assess children's learning and progress.

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

There are good relationships between the children and the childminder. The childminder interacts enthusiastically with them and clearly enjoys their company. Conversation flows and is accompanied with laughter. The children invite the childminder to join in with their activities and feel comfortable and welcome in her care. They speak fondly of the childminder's children and look forward to playing with them when they return from school. Children feel safe. They talk about a time when they were scared by a horse they saw on a walk but felt safe when the childminder gave them a hug. The childminder has paid great attention to encouraging children to engage in healthy practices. Children learn about healthy foods as they select pictures from magazines to fill a pretend lunch box. The childminder provides well-balanced meals and provides menus to show which food groups are present in each meal.

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

The childminder evaluates her practice effectively taking into account comments from parents and children. She actively acts on any identified weaknesses and strives to improve. The childminder has recently moved into the area. She is currently focusing on developing a support network in her new environment to learn and develop her practice. She has previously gained knowledge by attending courses and childminder networks. She shows determination to continue her professional development to improve outcomes for children.

Setting details

Unique reference number	EY392014
Local authority	West Sussex
Inspection number	830387
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	26 November 2009
Telephone number	

The childminder registered in 2009 and lives in Copthorne, in Crawley. The childminder also cares for children before and after school.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

