

Childminder Report

Inspection date

3 July 2018

Previous inspection date

20 August 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder's highly effective partnerships with parents and other professionals help to provide excellent consistency in children's care, learning and development.
- Children develop great levels of self-confidence, independence and resilience. They highly engage in activities for long periods. For example, children persevere when they attempt to use a pipette full of water to melt ice. Children make very good progress from their starting points.
- Children have extremely strong attachments to the childminder. She is very successful in supporting children's emotional development. For example, the childminder cuddles and praises children, building on their developing self-esteem extremely effectively.
- The childminder supports children's understanding of early mathematics well. For instance, children learn words such as 'big' and 'bigger' and use words such as 'more' and 'lots' in their play.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words to help children develop their awareness of letters and the sounds they represent.

It is not yet outstanding because:

- The childminder does not provide consistent opportunities for children to learn about, value and develop an understanding of their own and other cultures to strengthen their understanding of diversity.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about, value and develop an understanding of their own and other cultures to strengthen their understanding of diversity.

Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with a child.
- The inspector took into account the written views of parents.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspection spoke with the childminder at convenient times during the inspection.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do and whom to contact if she is worried about a child's welfare. She has recently completed child protection training and keeps her knowledge up to date. The childminder makes effective use of opportunities to develop her skills. For example, the childminder has completed online courses to improve her knowledge of how to keep children safe. She has also completed training to support children who have additional needs. The childminder continually evaluates and reflects on her practice. She monitors children's development closely. For example, she uses a tracking form and identifies any gaps in learning well. Since the last inspection, the childminder has enhanced opportunities for children to investigate and learn about the natural world. For example, children learn how caterpillars make cocoons and turn into butterflies and how tired bees use sugary water to give them energy.

Quality of teaching, learning and assessment is good

The childminder effectively supports children's language and communication skills. For example, she talks to children as they play, listens to them and introduces new words. The childminder explains to children how some animals hibernate and those that are awake at night are called 'nocturnal'. She skilfully adapts activities so that all children can join in. For example, younger children enjoyed making marks on a large mat, while the childminder encouraged older children to draw around their feet and count their toes. Children enjoyed sharing a story and the childminder asked them questions to set challenges suitable for their age and understanding. For example, older children discussed animal habitats, and younger children named and pointed to animals in the story.

Personal development, behaviour and welfare are outstanding

The childminder has an extremely calm approach and offers children excellent guidance and positive praise. She acts as an exemplary role model to help children learn to value one another and treat each other with respect. Children quickly learn simple good practices that help keep them healthy and safe. For example, they know they need to wash their hands before their snack, and that if they leave toys on the floor they might fall over them. Children enjoy choosing fruit at snack time as part of a healthy lifestyle. They know to drink water when they are thirsty and to keep cool in the hot weather.

Outcomes for children are good

Children enjoy a wide variety of interesting and exciting activities. For example, they experiment with water, how it freezes and how ice melts. Children play outside every day, practising their physical skills and benefiting from fresh air and exercise. They behave extremely well, learning to share and take turns. Children are beginning to be aware of the needs of others and are very considerate. For example, an older child gave a toy to a younger child who was upset and in need of comforting.

Setting details

Unique reference number	EY426832
Local authority	West Sussex
Inspection number	1131288
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	4
Number of children on roll	9
Name of registered person	
Date of previous inspection	20 August 2015
Telephone number	

The childminder registered in 2011. She lives in East Grinstead, West Sussex. The childminder operates on Monday to Thursday from 8am to 6pm for most of the year. The childminder receives funding for the provision of free early education for children aged three and four years.

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