

Childminder Report

Inspection date

6 September 2016

Previous inspection date

11 December 2013

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 and his co-childminder work together well to meet children's individual needs and support their emotional well-being. Children are happy and settled in their care.
- The childminder provides welcoming and well-organised indoor and outdoor learning environments for children. He supervises children closely and checks the home and garden carefully to ensure children can play safely.
- Children take part in a wide range of interesting activities and experiences that they enjoy. They choose from a wide variety of resources in the playroom. Children make good progress in their development from their starting points.
- The childminder works with parents closely. He keeps them well informed about their child's progress and achievements, and encourages them to share information from home.
- The childminder is motivated to continually develop and improve. For example, he makes good use of learning to keep up to date with changes.

It is not yet outstanding because:

- The childminder does not consistently make full use of all opportunities for children to do things for themselves and develop their independence even further.
- Children do not always have the best possible opportunities to explore everyday technology in new and challenging ways.

What the setting needs to do to improve further

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

- make more consistent use of all opportunities to encourage children to further develop their independence and personal care skills
- extend opportunities for children to experience new and exciting challenges to develop their understanding of the uses of technology even further.

Inspection activities

- The inspector observed children taking part in activities with the childminder and his co-childminder in the playroom and outside in the garden.
- The inspector had discussions with the childminder throughout the inspection about his practice and children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector completed a joint observation with the childminder.
- The inspector read questionnaires completed by parents and took their views into account.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder makes sure any assistants are checked to help ensure they are suitable to work with children. He understands how to recognise and report any child protection concerns to help support children's safety and well-being. The childminder supports assistants and encourages them to develop their knowledge and skills to help improve outcomes for children. The childminder makes good use of opportunities to develop his professional knowledge and expertise further. For example, a recent course helped him further extend strategies to support children's communication and language development. The childminder regularly reflects on his practice. He seeks feedback from parents to help evaluate the provision and identify areas for improvement.

Quality of teaching, learning and assessment is good

The childminder observes children closely and gets to know them well. He monitors their progress to help him quickly identify any areas where children may need more support. The childminder responds to children's interests well. For instance, when children become more interested in dancing with ribbons than in threading them, he joins in and talks to them about the patterns they can make. The childminder plans interesting practical activities that help children learn about the natural world. For example, they enjoyed closely observing the lifecycle of a butterfly. Children become absorbed in activities and concentrate well; for instance, while they make patterns in play dough. The childminder supports children's language and communication skills effectively. He encourages conversations, listens to children and gives them time to express their ideas.

Personal development, behaviour and welfare are good

Children behave well and quickly become familiar with the daily routines. The childminder acts as a good role model and offers them calm and gentle guidance and praise. He helps them gain useful knowledge and skills to help them keep themselves safe. For example, children remember why they need to sit down while they eat. The childminder makes sure children have enough space and that enough adults are always with them. He supervises them vigilantly to help make sure they are safe. He supports children's good health effectively. For instance, children enjoy playing outside every day. They have fun practising their physical skills in the garden or on an outing to the park, the beach or the woods.

Outcomes for children are good

Children play well together and quickly learn to share and take turns. They make decisions about their play and help themselves to toys and resources. Children become confident communicators with good social skills. They are interested in activities and motivated to learn. They are well prepared for their future learning and for school.

Setting details

Unique reference number	EY461875
Local authority	West Sussex
Inspection number	1063496
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	11 December 2013
Telephone number	

The childminder registered in 2013. He lives in Littlehampton in West Sussex. The childminder cares for children each weekday throughout the year. He works with his wife as his co-childminder and on occasion they also work with an assistant. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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