

Childminder Report

Inspection date	10 December 2015
Previous inspection date	14 August 2012

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 makes effective use of her assessment systems to monitor children's progress and note where they need to move forward. Children progress well and meet the expected outcomes for their ages.
- The childminder works closely in partnership with parents. She finds out about children through successful communication methods and works with parents to develop strategies to support children's development. Children benefit from continuity in care.
- The childminder provides children with healthy experiences. For example, she provides healthy meals and children enjoy large amounts of fresh air and exercise.
- The childminder updates her knowledge and refreshes her practice to ensure children benefit from fresh ideas. She ensures she remains aware of changes in legislation that occur and follows effective methods to stay informed.
- The childminder promotes children's independence and self-confidence. She provides them with opportunities to experience different types of setting, which helps to prepare them for their move on to pre-school or school.

It is not yet outstanding because:

- The childminder does not always make the best use of resources to fully encourage children to represent their own ideas and make discoveries.
- At times, the childminder pitches the provision for teaching children about the differences between them and their friends at a level above that of the youngest children.

What the setting needs to do to improve further

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

- develop strategies to further personalise the provision for teaching about diversity for the youngest children
- extend opportunities for children to strengthen their creativity and explore their own ideas.

Inspection activities

- The inspector observed activities indoors and discussed the provision for outdoor play.
- 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 her suitability checks.
- The inspector carried out a joint observation of children's learning with the childminder.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and shows confidence in her knowledge of the procedures to follow to protect children. She has strict routines that she follows to keep her house safe for children. The childminder works closely with an assistant, with whom she demonstrates a great rapport. Together they evaluate practice and consider how they can improve the outcomes for children. For example, they are currently considering how to improve the provision for teaching children about different parts of the world. The childminder ensures her assistant is able to look after the children competently. For example, the assistant has completed safeguarding training and holds a paediatric first aid certificate.

Quality of teaching, learning and assessment is good

The childminder employs strategies to promote learning throughout the children's play. She models how to carry out tasks; for example, when playing with dough she demonstrates how to use a rolling pin and then invites children to have a go. The childminder asks questions that help children consider their thoughts; for example, when asked what they are making they contemplate their actions. The childminder follows the children's cues and facilitates their learning. She allows children the freedom to lead their play. For example, when a child's attention turns to building, she gets building bricks out. The childminder uses successful techniques to support children's language development. For example, she acts on opportunities to introduce vocabulary and uses repetitive phrases to reinforce the new words children have learnt.

Personal development, behaviour and welfare are good

A lovely relationship exists between the children, the childminder and her assistant. They all play together, laugh and chat. Children are happy and feel secure. They know the childminder will meet their needs. For example, when they get tired, they happily have a sleep. The childminder and her assistant follow consistent methods to promote positive behaviour. For example, they both praise children when they do as they ask. Children learn what is right and what is wrong. Very young children want to play together and demonstrate that they are developing social skills. For example, children want to help each other with the pictures they colour. Children develop good social skills and make friends.

Outcomes for children are good

Children enjoy activities that promote literacy. For example, they join in enthusiastically with their favourite stories and enjoy activities that introduce letter names. Children are showing early counting skills too; for example, they count as they build with blocks. The childminder prepares children well for their future learning.

Setting details

Unique reference number	EY428959
Local authority	East Sussex
Inspection number	986522
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14 August 2012
Telephone number	

The childminder registered in 2011. She lives in Whitesmith, near Hailsham, in East Sussex. The childminder can accept funding for early years education for children aged three and four years. The childminder works with an assistant who has a recognised early years qualification.

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