

Childminder Report

Inspection date

6 November 2015

Previous inspection date

1 June 2009

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

- Children are confident and enjoy sharing their ideas and thoughts with the childminder. Children have good relationships with the childminder, which supports their emotional well-being.
- Children use a range of resources and equipment to develop their creative skills. The childminder encourages children to use their imagination and express themselves well.
- The childminder has good links with other professionals and uses the community to extend children's learning effectively. Children develop a good awareness of the differences between themselves and others they meet.
- Good health and hygiene routines effectively support children's good health and well-being. Children learn about the importance of eating well and taking part in daily physical exercise.
- The childminder uses her observations of children's learning and assessments to plan for the next steps in their learning. Children all make good progress in relation to their starting points.

It is not yet outstanding because:

- The childminder does not always build on opportunities to extend children's early writing and reading skills in the outdoor areas.
- Children are not always able to easily access the good range of resources independently to lead and extend their own play.

What the setting needs to do to improve further

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

- extend the opportunities for children to develop their early reading and writing skills on a daily basis in the outdoor areas
- improve the organisation of resources and the environment to extend the opportunities for children to independently lead their own play.

Inspection activities

- The inspector viewed the areas of the home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder.
- The inspector gathered the views of parents.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is experienced and has a good knowledge of how children learn and how to support their development. The childminder continues to develop her knowledge through regular training. She attends courses that she knows will have a positive impact on her setting and support the individual children she cares for. The childminder plans to meet the individual needs of the children and tracks their progress well. She shares information with parents regularly and ensures that they are fully included in their children's development. For example, she meets with parents and regularly shares learning journeys, encouraging them to add their comments. The childminder has good knowledge of the safeguarding policies and procedures to follow. The childminder knows who to contact if she has any concerns about children and understands her role to protect the children's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder knows the children well and extends their learning and development effectively. For example, during a marble activity she encouraged children to develop their understanding of mathematical language and concepts. Children worked together to fit the pieces together to enable the marbles to roll to the bottom. The childminder uses her good tracking systems and knowledge of the children's abilities to identify any gaps in progress promptly. She offers individual support if required. Children develop good listening and speaking skills. The childminder consistently interacts with the children and plays alongside them on their level. For example, she asks questions and uses positive language to reinforce children's thinking and the correct pronunciation of words. Children develop good physical skills. They participate in physical activities at the childminder's home and on the regular trips and outings. For example, children go swimming on a weekly basis.

Personal development, behaviour and welfare are good

The childminder has good links with the local school. She shares information about children's development. The childminder talks to the children about what going to school will be like, which enables children to develop an understanding of what to expect. The children are polite and behave well. Children develop good social skills, and happily share and take turns. The childminder promotes children's understanding of diversity and differences within the community well.

Outcomes for children are good

All children make good progress. They participate in activities that support them well for their future learning.

Setting details

Unique reference number	510358
Local authority	East Sussex
Inspection number	842346
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	6
Number of children on roll	9
Name of provider	
Date of previous inspection	1 June 2009
Telephone number	

The childminder registered in 1995. She lives in Crowborough, East Sussex. The childminder cares for children all week from 8am to 6pm. The childminder holds an appropriate level 3 early years qualification.

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