

Childminder Report

Inspection date

8 March 2016

Previous inspection date

19 October 2010

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 supports children's developing imaginations well. For example, she joins in with their puppet shows and challenges them to extend their ideas. Children told a story based on 'Little Red Riding Hood' and included unusual characters, such as rabbits after, discussing roles that animals could play.
- The childminder is a good role model and has very high expectations for children's behaviour. Older children are very thoughtful when playing with their younger friends, and are gentle and caring towards them. All children learn to respect one another and learn to celebrate the similarities and differences between themselves and others.
- Partnerships with parents are strong and promote a consistent approach to children's care and learning. For example, the childminder involves parents in regular discussions about their children's development, and adapts her planned activities in response to suggestions and ideas from them.
- Children make good progress and are very happy and relaxed in the childminder's care. They enjoy close relationships with the childminder and are secure and settled in her company.

It is not yet outstanding because:

- The childminder does not always provide consistently high-quality support for all children's communication and language skills, particularly for the younger ones.
- The childminder has not fully considered ways to find out school's expectations for children on entry, to help her provide more tailored support to prepare them.

What the setting needs to do to improve further

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

- strengthen ways to provide consistently high-quality support for children's communication skills, especially the very youngest, to further extend their language development
- improve links with schools to develop understanding of their expectations for children on entry, to provide more tailored support to prepare children for their move to school.

Inspection activities

- The inspector observed children in all play areas and talked to the childminder about the activities she had planned for them.
- The inspector viewed a sample of documents, including the childminder's qualification and suitability records.
- The inspector read feedback provided by parents about the childminder's service and took their views into account.
- The inspector spoke to the childminder about how she observes and monitors children's progress.
- The inspector spoke to children throughout the inspection.

Inspector

Rebecca Swindells

Inspection findings

Effectiveness of the leadership and management is good

The childminder constantly reflects on her practice and makes changes to improve outcomes for children. She is committed to improving her own skills and knowledge. For example, she keeps updated with early years practice through research and reading information. Safeguarding is effective. The childminder has a confident understanding of how to recognise situations and signs that would raise her concerns about children's welfare. She knows the procedures to report concerns if should any arise about children or families. The childminder works well in partnerships with other early years settings children attend, to provide a shared approach to meeting their needs.

Quality of teaching, learning and assessment is good

The childminder observes children's learning and plans activities based on their different needs. She monitors their progress well to identify any gaps in their learning. The childminder plans carefully to ensure children receive the support they need to catch up quickly. She skilfully nurtures children's interests. For example, children with a new curiosity for letters enjoyed finding hidden letters to make their name. The childminder builds on children's mathematical skills well. For example, she helped them compare the sizes of their hands and effectively introduced mathematical language, such as 'bigger' and 'smallest' when they made handprints with water.

Personal development, behaviour and welfare are good

The childminder effectively teaches children to keep themselves fit and healthy. For example, she talks to them about eating healthily when they are comparing their lunchboxes with their friends. The childminder challenges children to develop their physical skills safely using a range of equipment. For example, she explains to children about the risks involved in their activities, to help them learn how to keep themselves and their friends safe. Children develop independence skills well. For example, the childminder helps them learn how to manage the fastenings on their coats.

Outcomes for children are good

Children make good progress in relation to their starting points, and some make very good progress. They confidently make their own play choices. Children move freely between play spaces and choose resources that interest them. They are motivated and interested in their learning. Children develop positive social skills and play cooperatively with each other. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY381889
Local authority	Brighton & Hove
Inspection number	829754
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	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19 October 2010
Telephone number	

The childminder registered in 2008 and lives in Brighton, East Sussex. She offers her service all day, Monday to Friday, throughout the year.

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