

# Childminder Report

**Inspection date**

16 May 2016

Previous inspection date

29 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 provides a well-organised and welcoming environment for children. She makes daily checks of her home to ensure children can play safely.
- Children are happy and settled in the childminder's care. The childminder knows them well and is sensitive to their individual needs.
- Children take part in a wide range of stimulating activities based on their interests and needs. They make easy choices from a good variety of resources and play materials. All children make good progress in their learning.
- Parents are welcomed into the setting. The childminder works with them closely to keep them well-informed. For example, she provides daily updates about children's care routines, activities and progress.
- The childminder reflects on her practice and makes sure she keeps up to date with any changes, for example, she recently completed training on allergy awareness.

**It is not yet outstanding because:**

- The childminder does not consistently make the best possible use of her assessments of children's achievements, to monitor their progress closely and swiftly identify any gaps in learning.
- The childminder does not always work closely with other early years settings that children attend, to develop a consistent approach to children's learning and care.

## What the setting needs to do to improve further

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

- build on the monitoring of the progress of individual children further, to ensure any gaps in achievement are closing as quickly as possible and to help the review of teaching practices
- improve the arrangements for working in partnership with other early years settings that children attend, to ensure a more consistent approach.

### Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder throughout the inspection about her practice, and children's learning and development.
- The inspector sampled documents including children's records.
- The inspector looked around the areas of the childminder's home used by children.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to safeguard children and knows how to recognise and report any concerns. The childminder is well organised and keeps all of the paperwork required for childminding. She makes good use of the support of the local authority early years team to reflect on her practice and get new ideas. She shows a positive attitude to continually developing and improving the provision. For example, she regularly reviews her policies and procedures to keep them up to date.

### Quality of teaching, learning and assessment is good

The childminder observes children closely and gets to know them well. She plans a variety of activities that they enjoy. She supports children's language and communication skills effectively. For instance, she talks to them as they play, repeats new words and listens to them well. The childminder encourages children to try things for themselves. For example, children became engrossed in fitting pieces of track together and were thrilled to make the shape they wanted. The childminder extends children's learning well. For example, by joining in with their play and introducing new ideas such as encouraging children to add traffic lights and roadworks to their imaginary game. Children learn about the world around them, for instance, they pick fruit at a local farm and bring it back to make pies and they enjoy bug hunts at the park.

### Personal development, behaviour and welfare are good

The childminder acts as a good role model and has a warm, caring approach. She offers children gentle guidance and praise. Children behave well and learn to treat each other with respect. They learn useful skills that help them keep themselves safe. For example, they remember to stay close to the childminder in the park and learn how to cross the road. The childminder effectively promotes children's good health. For instance, children know they need to wash their hands before they eat and they enjoy nutritious meals and snacks. Children play outside every day as part of a healthy lifestyle, enjoying trips to the park, the woods and the beach, for example.

### Outcomes for children are good

Children make good progress from their starting points. They grow in independence and make choices about their play. They become confident communicators and clearly express their needs. Children play happily together, learning to share and take turns. They become absorbed in their play and are motivated to learn. They are well prepared for their future learning and for the move to school.

## Setting details

<b>Unique reference number</b>	159010
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	826057
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 April 2009
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Hove in East Sussex. She cares for children from Monday to Thursday throughout the year.

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