

Childminder Report

Inspection date	6 June 2016
Previous inspection date	4 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is a reflective practitioner. She checks children's progress carefully and identifies any areas where they may need support. She has succeeded in improving her provision and children make good progress.
- The childminder effectively supports children's developing self-esteem. For example, she praises them and promotes their emotional well-being. They behave well.
- The childminder has a good partnership with parents. This helps to provide consistency in children's care and learning.
- Children are typically taught well and are prepared effectively for school. For example, the childminder helps children to be independent and choose their own resources, tools and equipment. They begin to sound out words and recognise letters. They develop the necessary skills for their future.
- The childminder is aware of the importance of training. She has attended various courses that have influenced her practice positively. For example, a safeguarding course improved her knowledge of how to keep children safe.

It is not yet outstanding because:

- The childminder does not always seek children's views when trying to identify ways of improving the quality of their experience in the provision.
- At times, the childminder does not always extend children's learning and thinking skills to help improve their progress further.

What the setting needs to do to improve further

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

- involve children more in helping identify areas they think could improve their experiences at the setting
- extend the range of ways to help children think for themselves to aid their learning.

Inspection activities

- The inspector observed interactions between the childminder, her assistants and children.
- The inspector conducted a joint observation with the childminder.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector took into account the written and verbal views of parents.
- The childminder gave the inspector a tour of the premises and grounds.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants know what to look out for if they have a concern about a child's welfare and have clear procedures to follow. The childminder effectively keeps her knowledge up to date about changes in legislation and teaching practices. She meets weekly with her assistants so they are also aware of any changes. For example, she discussed recent contact changes from the local authority and new updates after a recent safeguarding refresher course. She identifies any staff training needs and implements plans to improve. The childminder shares activities for parents to help them continue children's learning at home. Since her last inspection, the childminder has improved her methods of assessment and now plans effectively to include each child's individual interests and encourage children's learning further.

Quality of teaching, learning and assessment is good

The childminder has a variety of equipment, resources and tools for children to explore and investigate. For example, children used a drill to make a hole in a wooden skipping rope handle and made their own wool rope. The childminder knows the children very well. She successfully adapts activities to suit individual needs. She encourages the development of communication and language in young children. For example, she repeats back words when needed. She extends language for older children. For example, adding more difficult words, such as 'turquoise', when discussing colours.

Personal development, behaviour and welfare are good

Children's behaviour is very good. For example, they learn to share, take turns and respect each other. The childminder and her assistants are good examples and children understand boundaries and consequences. For example, children play well together and are kind to each other. The childminder has warm and secure attachments with the children. They become motivated and independent learners. Children learn about being healthy. They choose fruit and vegetables for their snack, which they prepare themselves. Children develop physical skills through a wide range of interesting experiences, for example, by visiting farms and local areas. They also foraged in the forest and harvested nettles to make nettle soup.

Outcomes for children are good

Children make good progress. They are happy and confident in their environment. Children are aware of their own needs and how to manage them. For example, they can dress themselves, visit the toilet on their own, and use simple tools and equipment. Children learn about different mathematical language, concepts such as 'more' and 'altogether'. They develop secure communication and language skills that prepare them for the next stage in their learning.

Setting details

Unique reference number	EY461417
Local authority	East Sussex
Inspection number	1049792
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	3 - 6
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	4 March 2014
Telephone number	

The childminder registered in 2013. She lives in Forest Row, East Sussex. The childminder operates her service Monday to Friday from 8.45am to 2pm. She has a childcare qualification at level 3. The childminder regularly works with three assistants, one of whom has a childcare qualification at level 5, another at level 2 and one is unqualified. She follows the Steiner Waldorf approach to care and education.

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