

Childminder Report

Inspection date	14 June 2016
Previous inspection date	21 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 has improved the way that she self-evaluates her practice and now has a good standard of provision. She works well with parents and other professionals to review her practices and improve outcomes for children.
- The childminder builds friendly and trusting relationships with parents. She keeps them fully informed about their children's day and developmental progress. There is regular communication about children's interests and their learning at home.
- The childminder broadens children's experiences and helps to build their social skills. For example, she takes children to activities within the community, such as local childminding groups.
- The childminder is skilled at supporting children's play and extending their learning. Children are consistently engaged and make good progress from their starting points.
- The childminder builds good relationships with children and gets to know them well. She warmly praises their achievements and gives children the confidence they need for future learning.

It is not yet outstanding because:

- Checks on children's progress do not always identify their next steps in learning precisely to support their progress even further.
- Children do not always have enough opportunity to extend their early writing skills, to further support their literacy development.

What the setting needs to do to improve further

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

- provide a sharper focus on the next steps in children's learning, to support their progress even further
- provide more opportunities for children to use and explore early writing in their play, to strengthen their early literacy skills.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including the childminder's suitability checks and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to improving outcomes for children and has successfully raised her practice to a good standard. For example, she has added new toys and created opportunities to encourage children's understanding of diversity and the world around them. The childminder updates her knowledge and skills in different ways. She shares good practice and a range of ideas with other professionals and attends training to improve her practice further. The childminder shares regular information with other settings children attend to provide continuity in their learning. Safeguarding is effective. The childminder has good knowledge of how to protect children and follows her detailed policies and procedures.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's development. She uses her regular observations to plan enjoyable and interesting activities for children. The childminder successfully nurtures children's thinking skills. She offers experiences that enable children to solve problems and work things out for themselves. For example, as children enjoy making pretend meals for a restaurant, she encourages them to identify different ingredients and discover how to use chopsticks. The childminder supports the children's own ideas in play and extends their mathematical skills effectively. For instance, she encourages them to count and compare sizes as they explore shells.

Personal development, behaviour and welfare are good

The childminder is caring and spends time playing with children in a positive way. Children feel happy, safe and secure when in her care. The childminder provides children with a wide range of easily accessible toys and encourages them to make choices throughout the day. She successfully encourages positive behaviour and helps children to use good manners and be kind and respectful. The childminder supports children's physical well-being effectively. For example, children enjoy regular outdoor play, where they practise physical skills such as throwing and running. Children develop a secure awareness of safety, such as knowing the need to wear a helmet when riding a bike.

Outcomes for children are good

Children are well motivated and enjoy their learning. They spend a good amount of time engaged in their play and concentrate well. For example, they take their time using a role play tool kit to pretend to fix different toys. Children develop confidence and independence well. They happily manage their own self-care. Children learn secure mathematical skills and confidently count and recognise colours as they play. They happily talk about their interests and home lives and are quickly learning the skills they need for their future learning and school.

Setting details

Unique reference number	505715
Local authority	East Sussex
Inspection number	1048772
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	21 August 2013
Telephone number	

The childminder registered in 1987. She lives in Eastbourne, East Sussex. The childminder provides care for children between 8am and 5.50pm each weekday, all year.

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