

# Childminder Report

<b>Inspection date</b>	23 June 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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's home is well organised and welcoming. Children benefit from a dedicated playroom where they easily choose from a good variety of toys and resources.
- Children are happy and settled. They have positive relationships with the childminder and her assistants, who are warm, caring and sensitive to children's individual needs.
- The childminder works effectively in partnership with the other professionals and settings involved in children's care. For example, she meets with them and follows their guidance and advice.
- Children take part in a wide range of interesting activities that they enjoy. They join in eagerly and are motivated to learn. Children make good progress in their development.
- The childminder reflects on her practice and is motivated to continually improve. For example, she makes good use of local support networks and training opportunities to develop her knowledge and skills.

### It is not yet outstanding because:

- The childminder does not always share as much information as she could to help parents support children's individual learning at home.
- The childminder has not fully developed strategies to successfully involve all parents and children in the monitoring and evaluation of the service that she provides.

## What the setting needs to do to improve further

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

- review the information shared with parents to further support them to extend children's learning at home
- extend the involvement of parents and children in the monitoring and evaluation of the provision, to include their views when identifying areas for improvement.

### Inspection activities

- The inspector observed children taking part in activities with the childminder and her assistants.
- 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 undertakes thorough checks of any assistants to make sure that they are suitable for their role. She understands how to recognise and report any child protection concerns. The childminder makes sure that her assistants are also familiar with safeguarding procedures. She monitors the performance of her assistants effectively, for example, through regular appraisals. The childminder is well organised and keeps all of the records required for childminding. She shows a good commitment to ongoing development and improvement. For instance, she regularly reviews the organisation of the playroom to make sure that the space is used as effectively as possible to encourage children to make choices and gain independence.

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

The childminder and her assistants observe children closely and monitor their progress. The childminder gathers detailed information from parents before children start so that she gets to know them well. She supports young children's communication and language skills effectively. For example, she talks to them as they play and introduces and repeats new words. Children also enjoy singing, for example, they joined in happily with the actions during a music session with the childminder's assistant. The childminder gives children time to explore and try things for themselves. Children had fun investigating trays of glittery salt, filling containers and using tools to make patterns. They became absorbed in this task and concentrated well.

### Personal development, behaviour and welfare are good

The childminder and her assistants act as good role models and offer children gentle guidance and praise. Children behave well and show concern for their friends. They develop their personal care skills, and they get out resources when they want them. The childminder helps children to learn some useful skills to keep themselves safe. For example, they take part in regular fire drills so they know what to do in an emergency. She supports children's good health effectively. For instance, she follows careful hygiene routines for changing nappies to help prevent the spread of infection. Children play outside every day to support their good health and develop their physical skills.

### Outcomes for children are good

Children make good progress from their starting points. They play well together, learning to share and take turns. Children become confident communicators and begin to express their wishes and needs. They count as they play and solve simple problems. Children are well prepared for their future learning and for the move to school.

## Setting details

<b>Unique reference number</b>	EY482297
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	998241
<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 - 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Portslade, East Sussex. The childminder cares for children each weekday throughout the year. She employs two assistants. The childminder is able to receive funding for the provision of free early education for children aged three and four years.

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