

Childminder Report

Inspection date

24 June 2016

Previous inspection date

19 November 2013

| 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 has made good progress since the last inspection and now has a secure understanding of her role and responsibilities.
- All children make good progress in their learning. They concentrate well at activities and show an interest in learning.
- The childminder is aware of the benefits of establishing effective links with parents and other early years professionals to provide a consistent approach to children's care and learning.
- Children are very settled and feel welcomed. For example, they like to identify their names and photographs displayed on the wall.
- The childminder regularly assesses and reviews children's development to ensure they make progress. For example, she identifies learning gaps in the progress of individuals or in different age groups and plans well-matched activities to help children catch up.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to extend children's understanding and confidence in mathematics, particularly those who are older.
- The childminder does not always actively encourage all parents to contribute to her self-evaluation and practice improvement plans.

What the setting needs to do to improve further

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

- strengthen opportunities to extend learning in mathematics, in particular for older children
- build on the good relationships with parents to encourage their contributions to development plans, to improve children's outcomes even further.

Inspection activities

- The inspector viewed the rooms and outdoor area used by children.
- The inspector observed children, the childminder and her assistant during play activities.
- The inspector had discussions with the childminder and her assistant.
- The inspector checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector sampled a range of documentation, including children's development records.

Inspector

Sue Taylor

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant keep their safeguarding knowledge up to date and know what to do if they have concerns about children's welfare. They carry out comprehensive risk assessments to ensure the premises are safe for children. The childminder provides effective support and guidance to her assistant. They work well together to meet children's learning and care needs. For example, they regularly meet and reflect on their practice, and decide suitable development plans together. The childminder improves her knowledge, for example, through training courses and reading relevant childcare literature. She passes relevant information on to her assistant to develop consistency in their practice.

Quality of teaching, learning and assessment is good

The childminder encourages children successfully to participate in planned activities and they are keen to be involved. For example, they are curious and interested as they explore an inviting mix of dry rice and pasta in a large tray. The childminder extends this as she adds coloured rice and small animals that children are excited to find. She supports children's developing language skills well. For example, she repeats words that children say in a sensitive way, using the correct pronunciation. The childminder develops positive relationships with parents and encourages them to support children's learning at home. For example, she provides parents with good activity ideas that link to their children's development goals.

Personal development, behaviour and welfare are good

Children have positive relationships with the childminder, her assistant and each other. This helps them feel happy and have the confidence to make choices. Children learn about the need for a healthy diet, such as when the childminder talks about what foods are good for them at snack time. For example, children enjoy trying new fruit, such as pineapple, and the childminder provides guidance to parents about healthy packed lunches. Children develop good physical skills. For instance, they use resources, such as scooters and trikes, and enjoy chalking outside to develop the small muscles they need for writing.

Outcomes for children are good

Children are confident and well-prepared for nursery or school. For example, they enjoy using chalks to practise writing the letters in their name and familiar numbers. They learn about people's differences in the wider community, such as using play people that reflect backgrounds that differ from their own and looking at dual-language books. Children develop good social skills and behave well. They play well together and happily share resources.

Setting details

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|------------------------------------|---|
| Unique reference number | EY264264 |
| Local authority | East Sussex |
| Inspection number | 1048832 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Name of registered person | |
| Date of previous inspection | 19 November 2013 |
| Telephone number | |

The childminder registered in 2003 and lives in St Leonards-on-Sea, East Sussex. She provides care Monday to Saturday, from 7.30am to 7pm, for most of the year, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three and four years. She works with an assistant. The childminder holds a relevant level 3 childcare qualification.

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