

Childminder Report

Inspection date

27 June 2016

Previous inspection date

9 September 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 provides a well organised and welcoming home environment for children. She makes thorough checks of her home and garden 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, which she meets effectively
- Children take part in a wide range of stimulating activities based on their interests and needs. They choose from a good variety of resources and play materials. Children make good progress in their learning and development.
- The childminder has good partnerships with parents. She works with them closely to keep them well-informed. For example, she provides regular updates about children's progress so parents extend children's learning at home.
- The childminder regularly reflects on her practice. She has worked hard to meet previous actions and improve the outcomes for children since her last inspection.

It is not yet outstanding because:

- The childminder does not promote opportunities for children to explore and investigate their world as fully as possible.
- The childminder does not have the very highest expectations of herself to focus her professional development sharply on raising the quality of teaching and learning even further.

What the setting needs to do to improve further

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

- take every opportunity for children to experience new challenges and activities to further develop their understanding of the natural world
- focus the programme for professional development on where the quality of teaching most needs improving.

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.
- The inspector read letters and questionnaires from parents and children, and took account of their views.

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. She keeps required records clearly, including those for children's attendance. The childminder works closely with other early years settings that children attend to promote a consistent approach. For example, adults share detailed information about children's progress and next learning steps, and the childminder reflects the same topics and themes. She regularly invites feedback from parents to help her monitor and evaluate her service. Parents report that they are happy with the care provided and children's progress. They comment on the childminder's caring, flexible approach and the good communication systems.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors their progress closely. She plans a variety of activities that build on their skills and which they enjoy. She supports children's language and communication skills effectively. For instance, she talks to them as they play, and children enjoy joining in with songs and actions while learning new words and phrases. The childminder encourages children to try things for themselves. For example, she gives them time to explore playdough and to try out tools and equipment. She extends children's interests well; for instance, children enjoyed making a garage and car wash outside, and included signs and notices. Children are keen to solve simple problems; for instance, they work out how to fit construction pieces together to make the shape of a car.

Personal development, behaviour and welfare are good

The childminder acts as a good role model, and provides children with gentle guidance and praise. Children behave well and learn to treat each other with respect. They learn about healthy lifestyles effectively. For example, they develop good personal-care skills and wash their hands before they eat. Children learn useful information that helps them keep themselves safe. For example, they take part in regular fire drills so they know what to do in an emergency. Children benefit from playing outside every day. For example, they enjoy practising their physical skills on the trampoline or manoeuvring ride-on toys in the garden.

Outcomes for children are good

Children make good progress from their starting points. They grow in independence and learn to do things for themselves. For example, they help themselves to toys and find their shoes when they want to play outside. Children become confident communicators with good social skills. They count as they play and recognise familiar letters. They are well prepared for their future learning and for the move to school.

Setting details

Unique reference number	EY268953
Local authority	East Sussex
Inspection number	1048838
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	9 September 2013
Telephone number	

The childminder registered in 2002. She lives in Seaford, East Sussex. She is available on each weekday throughout the year. The childminder is a qualified teacher.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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