

# Childminder Report

<b>Inspection date</b>	18 October 2016
Previous inspection date	21 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 observes and assesses children's progress accurately. She successfully identifies next steps in children's learning and provides stimulating activities to challenge them further. Children make good progress from their starting points.
- The childminder extends children's sensory skills well. For example, she provides a wide range of resources that enable children to explore and investigate using their senses. These include home-made resources, such as threading boxes for shoelaces, which are innovative and build on children's interests.
- Children are settled, safe, happy and confident. They form strong emotional bonds with the childminder.
- The childminder reflects on her practice successfully and continues to improve the quality of her provision. For example, she makes good use of outside support to review her provision and make positive changes to improve children's experiences. She has strong links with local school teachers and this contributes significantly to her ability to prepare children for a successful move to school.

### It is not yet outstanding because:

- The childminder is not making the most of opportunities to involve all parents in sharing what they know about their children's achievements at home.
- The childminder has not fully developed opportunities to build on children's positive impressions of diversity and differences in their world.

## What the setting needs to do to improve further

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

- build on the effective partnerships with parents further and involve them more in the assessment of children's progress
- provide further opportunities for children to increase their awareness of positive differences in people and communities.

### Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector discussed childcare practice with the childminder.
- The inspector discussed with the childminder her self-evaluation and plans for improvement.
- The inspector took account of the views of parents from written feedback.

### Inspector

Alison Weaver

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder keeps her knowledge of safeguarding procedures up to date. She fully understands her role in helping to protect children from extreme views and harm. The childminder gives good priority to keeping children safe in the home and on outings. Safeguarding is effective. Children benefit from the childminder's commitment to continuing to increase her knowledge and skills. For example, the childminder recently attended a training course on teaching mathematics. She is now using resources more effectively and building on children's already strong mathematical skills. Since the previous inspection, the childminder has developed effective ways that help children learn to respect each other and resolve disputes in an acceptable manner.

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

The childminder gets to know children's abilities and interests in the setting well. She has good teaching skills. For example, she interacts with children as they play and extends their learning effectively. She makes good use of everyday routines, such as handwashing, to reinforce counting with children. The childminder skilfully builds on children's language skills. Young children increase their speaking skills; for example, the childminder introduces new words to help them describe what they are doing and feeling.

### Personal development, behaviour and welfare are good

Children manage their own personal care needs well. They develop a strong understanding of the importance of good personal hygiene. Children enjoy a healthy diet and plenty of physical exercise. The childminder successfully teaches children to take and manage risks safely, for example, when playing on outdoor equipment in parks. Children develop good coordination and control. For example, they fit small sensory blocks carefully together and stick suction toys onto windows. Children also like to explore and handle real fruits and vegetables. They find out what they feel like and how they can roll them along the floor.

### Outcomes for children are good

Children develop well in the skills they need for school. They behave well and develop strong social skills. Children play happily alongside their friends. They concentrate well at chosen activities, such as exploring modelling sand. Children have fun learning as they play and join in eagerly with activities. For example, they enjoy shaking wooden blocks to hear the different sounds they make. Children are independent and work things out for themselves. They persevere at tasks, such as learning how to fire toy bolts from a cannon. Children make choices and decisions independently and confidently.

## Setting details

<b>Unique reference number</b>	EY423857
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1058989
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 November 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Newick, East Sussex. The childminder offers care Monday to Friday, from 8am to 6pm, all year round.

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Piccadilly Gate  
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