

Childminder Report

Inspection date	1 November 2016
Previous inspection date	17 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are confident, happy and settled with the childminder. She carefully plans activities that interest and motivate them to learn. They make good progress in their development from their starting points.
- The childminder provides a welcoming home environment for children. They happily choose from a wide variety of resources and play materials inside and in the garden.
- The childminder effectively supports children's physical and emotional well-being. She is attentive to their individual needs and helps them settle well. For example, she carefully follows young children's familiar home routines when they first start.
- Parents are warmly welcomed into the childminder's home. She keeps them well informed about their child's care and development. For instance, parents have secure online access to their child's learning journal.
- The childminder reflects on her practice regularly and makes changes to improve children's experiences. For instance, she frequently changes resources to encourage children's interests.

It is not yet outstanding because:

- Children do not have a wide variety of opportunities to help them learn about the similarities and differences between themselves and others.
- The childminder has not fully considered how to provide children with a wide range of experiences to extend their understanding of the natural world.

What the setting needs to do to improve further

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

- provide further opportunities for children to extend their understanding of the differences between themselves and others and the wider world
- extend the range of experiences further to help children learn about and investigate the natural world.

Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder about her practice and children's learning and development, and observed the children with her.
- 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 from parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any child protection concerns. She keeps up to date with changes and seeks out new ideas, for instance, through her close links with other childminders. The childminder continually develops her practice and makes effective use of opportunities to gain new skills and experience. For example, she found a course helped her review the support she offers to children with disability. She monitors the provision and children's development closely. For instance, she has introduced a new system for observing and assessing children's progress to help her quickly identify any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder gets to know children well. For example, she gathers detailed information from parents before they start. She supports children's language and communication skills effectively. For instance, she talks to them as they play, repeats new words and listens to children well. She extends children's interests effectively. For example, when children enjoyed exploring some rainbow coloured rice, she offered new resources such as a giant cardboard tube to encourage them to investigate in different ways. Children became engrossed in this activity and concentrated well. The childminder makes good use of everyday routines to help encourage children's learning. For example, children worked out how many bowls they needed for their snack.

Personal development, behaviour and welfare are good

The childminder acts as a good role model. She has warm and caring relationships with children and offers them gentle guidance and praise. Children behave well and older children show concern for their younger friends. They gain important independence skills, for example they help set the table and serve food with spoons at snack time. The childminder supervises children vigilantly, for instance she checks the home thoroughly each day to make sure it is safe. Children enjoy playing outside every day. For instance, they have fun practising their physical skills in the garden or going on an outing to the park, the woods or the beach.

Outcomes for children are good

Children are independent and make choices about their play. For example, they help themselves to toys and activities. They become confident communicators and clearly express their wishes and needs. Children play happily together, learning to share and take turns. They become absorbed in their play and are motivated to learn. They are well prepared for their future learning and the move to school.

Setting details

Unique reference number	131003
Local authority	Brighton & Hove
Inspection number	1061352
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	17 April 2013
Telephone number	

The childminder registered in 1986. She lives in Brighton, East Sussex. The childminder cares for children each weekday throughout the year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

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