

Childminder Report

Inspection date

7 November 2016

Previous inspection date

15 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 make good progress. The childminder uses effective systems to monitor the progress they make. She uses this information to help her plan for the next steps in children's learning.
- The childminder works closely with the parents and with staff in the other settings that children attend to help provide continuity in their care and learning. For example, parents have good opportunities to support their children's development at home.
- Overall, children develop a good range of skills to help them prepare for the move on to other settings, such as school. For example, they follow routines independently, including getting drinks for snack times.
- The childminder reflects on her practice and makes changes to address area of weakness. She considers the views of the children and their parents and acts on these to help her meet everyone's needs. For example, she has adapted her assessment systems to involve children and their parents further.

It is not yet outstanding because:

- The childminder does not consistently encourage children to consider and extend their ideas and thoughts, such as in their play.
- The childminder does not make the most of all opportunities to increase children's understanding of how to keep themselves healthy.

What the setting needs to do to improve further

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

- develop further the use of techniques to encourage children to consider their thoughts and ideas during their play
- improve further the opportunities for children to learn how to keep themselves healthy.

Inspection activities

- The inspector observed activities indoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in her knowledge of the signs that may indicate that a child's well-being is at risk and of the procedures to follow if she has a concern. The childminder takes steps to help ensure her knowledge of safeguarding procedures is up to date. For example, she attends training to enable her to understand new legislation. The childminder continues to improve and develop her practice to increase the benefits for children. For example, she uses a range of strategies to develop ideas and information about how to meet children's developmental needs, such as potty training.

Quality of teaching, learning and assessment is good

The childminder knows the children's interests and makes effective use of these to help her provide activities which excite and engage children. For example, a colour matching activity turns into an enjoyable exploration of shredded paper, and develops further into building snowmen and then snow castles. The childminder uses children's play to support learning in the areas she is working on with the individual children. For example, she uses cars in games that involve numbers, letters and colours. Children engage in play and activities which help them to learn about and respect the differences between themselves and others. For example, they play with a wide range of resources that represent different cultures and the wider world.

Personal development, behaviour and welfare are good

The childminder has a lovely relationship with the children. They play and laugh together and go to her when they want comfort or cuddles. Children are confident and focus intently in their chosen play. The childminder has acted to increase the learning opportunities in her environment following her previous inspection. For example, children show an understanding that text carries meaning when they chat about the posters on the wall. Children behave well and have good social skills. For example, they play together well, taking turns and sharing resources freely. Children learn to consider the feelings of others. For example, when friends want to have quiet time, they give them books to read. The childminder successfully encourages positive behaviour.

Outcomes for children are good

Children use number names in their play. They develop early mathematic skills, which helps to prepare them for their future learning. Children recognise their names and enjoy finding out about the sounds letters make. They learn skills that help them to become confident readers. For example, children enjoy activities that encourage them to make marks and build on their physical abilities to hold tools. They develop a wide range of skills to prepare them for the move to pre-school, nursery or school.

Setting details

Unique reference number	109052
Local authority	East Sussex
Inspection number	1061182
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 April 2013
Telephone number	

The childminder registered in 1990. She lives in Polegate, East Sussex. The childminder cares for children all day, five days a week, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

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Piccadilly Gate
Store St
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