

Childminder Report

Inspection date

16 November 2016

Previous inspection date

27 June 2016

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 supports children's play well. She joins in their play which helps them to keep focused for longer. The childminder's involvement helps her extend their learning and include age-appropriate challenges.
- Children learn how to behave and keep safe. The childminder is consistent in her expectations for behaviour. She explains to children what might happen to help them learn about consequences. For instance, she tells them they might fall and get hurt if they climb.
- The childminder assesses children's skills accurately and uses this information well to plan their next stages of learning. She provides children with challenging and interesting activities which help them to make good progress.
- Since her last inspection the childminder has made improvements which benefit the children. She is dedicated to providing children with good care and learning experiences. The self-evaluation the childminder now completes is used to bring about further improvements.

It is not yet outstanding because:

- The childminder sometimes gives children limited time to explore activities and finish what they are doing.
- Occasionally, the childminder does not fully support younger children's literacy skills and encourage them to develop a love of books.

What the setting needs to do to improve further

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

- allow children sufficient time to explore resources and complete activities to their satisfaction
- provide further encouragement for younger children to develop a love of books and build on their early literacy skills.

Inspection activities

- The inspector viewed the parts of the childminder's home used by children.
- The inspector spoke to the childminder and children.
- The inspector took account of the parents' views from written records.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector sampled children's records and other relevant documentation.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to recognise children at risk of harm or extreme views. She has details of who to report any concerns to and how to protect children's welfare. The childminder has begun to evaluate her effectiveness in meeting children's needs, and recognises her strengths and weaknesses. For example, she feels she supports being healthy very well, but is less good at developing her knowledge of early years issues further. The childminder is eager to extend and update her skills. She has completed all mandatory training, including first aid, as well as a course about equality and diversity. This helped the childminder find ways to teach children about similarities and differences in everyone.

Quality of teaching, learning and assessment is good

The childminder has developed an effective system for tracking children's progress. For example, she stores photos and observations of children's milestones electronically. Parents can access the system to be actively included in their learning. The childminder knows how each child likes to play. For example, she knows that some children like making and discovering sounds, some prefer to be active, and some enjoy more imaginative play. The childminder provides activities related to children's preferences. She interacts well with very young children as they play to help them gain the confidence to explore. The childminder generally supports language well, especially for very young children developing their speech. For instance, she talks clearly to children, repeats what they say and introduces new words to describe what they are doing.

Personal development, behaviour and welfare are good

The childminder believes that building good relationships is an important priority to give children continuity of care. She takes time getting to know about the children and parents at the start. For example, she finds out what the children can do and how parents prefer to share information. The childminder passes information between parents and other settings children attend, building good partnerships that support continuity in children's care and learning. Children show they feel safe with the childminder such as when they approach her for comfort and affection. The childminder is always positive; she praises children and builds their self-esteem. She helps children learn the benefits of keeping healthy and active as part of their daily lives such as spending time outdoors.

Outcomes for children are good

Children make good progress. They are interested and enthusiastic. For example, they all eagerly used crayons to make pictures, and squeezed and shaped the dough. Children confidently investigate the play room and resources with increasing independence. Children are well prepared for further learning such as pre-school and school.

Setting details

Unique reference number	EY343851
Local authority	Brighton & Hove
Inspection number	1057733
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	27 June 2016
Telephone number	

The childminder registered in 2006 and lives in Hove, East Sussex. She provides childcare on Monday to Friday from 8am to 6pm, all year round.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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