

Childminder Report

Inspection date

18 November 2016

Previous inspection date

6 March 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 happy and relaxed in this welcoming, warm and homely environment. They develop secure, caring attachments with the childminder and with each other.
- Children enjoy creative and engaging activities, and have opportunities to explore. For example, they enjoy trips to a windmill, an aquarium and an alpaca farm.
- The partnership with parents is good. The childminder and parents share information about children's welfare and learning regularly, for example, through daily discussions and learning records. This helps support children's development effectively.
- The childminder is reflective and seeks the views of parents and others, as well as the children she minds, to help her evaluate her practice. For example, she completes research online to look for new ideas and guidance to improve her provision
- The children make good progress that is typical for their age. The childminder monitors children's progress well. She effectively uses information from her assessments to identify any gaps in their development to help her plan for the next steps in their learning.

It is not yet outstanding because:

- The childminder does not consistently provide the best opportunities for children to learn about cultures and communities beyond their own experiences.
- On occasions, the childminder does not challenge children's thinking and extend their learning and understanding further.

What the setting needs to do to improve further

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

- build on existing good opportunities for children to learn more about cultures and communities beyond their own experiences
- make better use of teaching to extend children's learning, develop understanding and challenge their thinking.

Inspection activities

- The inspector observed children and their interactions with the childminder as they engaged in activities.
- The inspector spoke with the childminder about children's learning and progress.
- The inspector sampled a range of documentation including children's learning records, and policies and procedures.
- The inspector discussed safeguarding practices with the childminder.
- The inspector spoke to parents and took account of their views.

Inspector

Lucy Whitestone

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder updates her knowledge of child protection procedures, such as through regular training, and knows the actions to take if there are concerns for children's welfare. She helps children learn how to keep themselves safe. For example, she regularly practises emergency evacuation procedures with children and organises visits from a firefighter. Overall, the childminder has a good understanding of how children learn and develop. The childminder has good relationships with parents, whose feedback is positive. Parents particularly value the range of creative and imaginative activities that children enjoy with the childminder.

Quality of teaching, learning and assessment is good

The childminder engages with children in their play and plans activities around their interests, which help extend their learning. For example, after a visit to a castle, children construct and paint their own castle from cardboard boxes. The childminder encourages children's curiosity as they try things for themselves and investigate. For example, balancing safely as they climb a small set of steps, exploring the marks they make in foam and attempting to build a pyramid out of blocks. The childminder supports children's communication and language skills well. For instance, she encourages children to reflect on the activities they have enjoyed such as planting vegetables.

Personal development, behaviour and welfare are good

Children have fun as they take part in activities with the childminder. They sing and dance to music, laughing as they try to fit the actions to the words. The childminder gives children lots of praise and encouragement that help support their self-esteem and to feel confident to develop independence. For example, children enjoy peeling bananas and satsumas as they prepare a smoothie for a healthy snack and having a go at pouring their own drinks. Older children enjoy the responsibility of washing up. The childminder is a good role model for children and supports their good behaviour. Children share, take turns and show respect for each other. For example older children include younger ones in their play as they complete a floor puzzle together.

Outcomes for children are good

Children learn key skills they need for the next stage in their learning such as the move to school. They are active learners and make choices as they play. Children develop a good awareness of mathematics. For example, they count to 10 and recognise numerals. They learn to make marks for a purpose as they practise their early writing skills. For example, they send postcards to their families from places of local interest when on trips with the childminder.

Setting details

Unique reference number	505681
Local authority	East Sussex
Inspection number	1061578
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	3
Name of registered person	
Date of previous inspection	6 March 2013
Telephone number	

The childminder registered in 1998. She lives in Bexhill, East Sussex. The childminder offers care Monday, Thursday and Friday, throughout the year.

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