

Childminder Report

Inspection date	30 November 2016
Previous inspection date	2 July 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

- The childminder supports children's early language development well. For example, she listens carefully to what children say and describes their actions to help build their vocabulary. Children are confident communicators and make good progress from their starting points in learning.
- The childminder establishes positive relationships with parents. She regularly shares children's next steps in learning and gives parents helpful ideas for how they can continue to support them at home. Parents are fully involved in their children's learning.
- The childminder supports children's understanding of diversity effectively and encourages a sense of community. For example, she takes children to local playgroups to meet and interact with a variety of people.
- The childminder reviews her practice accurately. She works closely with other professionals to help identify strengths and areas for further improvement.
- The childminder builds strong bonds with children and is very caring and positive with them. Children are happy, confident and secure in her care.

It is not yet outstanding because:

- At times, children's thinking skills are not fully supported. The childminder occasionally answers questions before children have had time to think about an answer.
- Occasionally, the childminder leads creative activities for children and does not give them consistent opportunities to explore creatively.

What the setting needs to do to improve further

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

- give children more time to think and respond to questions to further support their thinking skills
- provide children with more opportunities to freely explore creative resources.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and the childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder continues to develop her skills and knowledge in different ways. For example, she shares ideas with other childminders and researches best practice. The childminder makes positive changes to the provision to help continually improve children's outcomes. For example, she has improved the way she assesses children's development. She now monitors this closely and plans precise next steps in children's learning. Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow if she has concerns about the safety of any of the children in her care. She regularly updates her safeguarding knowledge, such as through attending relevant training, and is up to date with current legislation.

Quality of teaching, learning and assessment is good

The childminder provides a stimulating and inviting environment, which helps children to quickly engage in their play and learning. She uses children's interests effectively to help extend their mathematical skills. For example, as she reads stories to children, she encourages them to name the colours they see and to compare and count the different pictures. The childminder encourages children to explore natural objects and develop their curiosity about the world. For example, children explored ice in the outdoor water tray and they discussed that it felt cold and was melting.

Personal development, behaviour and welfare are good

The childminder is a good role model to children. She supports and guides them effectively. Children behave well, develop good social skills and enjoy playing together. They have good self-esteem and take pride in their achievements. For instance, they proudly showed the childminder what they had made with play dough. Children are independent and enjoy managing tasks themselves, such as peeling fruit for snack and putting on shoes for the garden. The childminder encourages children's understanding of the importance of a healthy lifestyle well. She talks to children about the benefits of healthy food on their bodies and encourages regular exercise and outdoor play.

Outcomes for children are good

Children enjoy their learning and show good levels of concentration and motivation. For example, they pay attention to detail as they carefully cut and mould play dough. Children show an early enjoyment of literacy and listen well to stories. They show good physical development, such as when using climbing equipment outdoors and when showing good control over scissors. Children confidently compare sizes and use mathematical language as they play. They show good imagination, for example, when pretending to care for baby dolls. Children confidently learn the skills needed for their next stage in learning and for school.

Setting details

Unique reference number	EY396639
Local authority	East Sussex
Inspection number	1062296
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	2 July 2013
Telephone number	

The childminder registered in 2009. She lives in Ringmer, East Sussex. The childminder provides care for children between 7.30am and 6pm each weekday, all year through.

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