

Childminder Report

Inspection date

29 November 2016

Previous inspection date

30 January 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 have good relationships with the childminder. They settle quickly and are content and happy. They quickly learn to think about others' feelings. This helps to support their emotional well-being effectively.
- Children make good progress. The childminder establishes what children know and can do when they start with her. She makes regular observations and plans appropriate activities to help support the next steps in their learning.
- The childminder is keen to keep her skills and knowledge up to date. She takes advantage of local training opportunities to help her develop her practice and raise outcomes for children. The childminder makes good use of her links with other professionals to help her reflect and decide on aspects to improve further.
- Children freely choose from a wide variety of activities. They confidently lead their own play and explore the stimulating environment.
- The childminder shares information with other settings that children attend, including school, to help provide children with consistency in their care and learning.

It is not yet outstanding because:

- The childminder does not use all opportunities to help improve children's understanding of the differences and similarities between themselves and others.
- The childminder does not provide enough opportunities for parents to regularly contribute to their children's assessments.

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 range of opportunities to help children become more aware of the differences and similarities that exist in the wider world
- provide more opportunities for parents to regularly contribute to their children's ongoing assessments.

Inspection activities

- The inspector read comments made by parents and took account of their views.
- The inspector discussed the childminder's evaluation of her work and looked at documents relating to children's progress.
- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children and discussed her practice.
- The inspector sampled relevant documentation, including evidence of the childminder's qualifications and suitability checks.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the procedures to follow should she have a concern about a child's safety or welfare. She knows who to contact to keep children safe from harm. The childminder's evaluation of her practice is sharply focused. She makes positive changes to her setting. For example, she has reorganised her resources to make them more accessible and supported children's emerging interests by purchasing relevant games, such as chess sets. The childminder checks children's progress regularly and plans suitable activities to help all children to achieve. Parents are pleased with the regular information they receive about their children's learning and development.

Quality of teaching, learning and assessment is good

The childminder supports children's learning and development well. For instance, she takes them for regular walks to the park, where they collect leaves to make pictures, and to the local children's centre to use the climbing equipment available there. Children develop an early understanding of technology. For example, they enjoy pressing buttons to see the pictures spring up. The childminder supports children's communication skills effectively. For instance, she speaks clearly and repeats words and phrases back to children. Children have plenty of opportunities to be creative. For example, they paint and use leaves to make autumnal themed pictures.

Personal development, behaviour and welfare are good

Children are encouraged to be independent and confident in the setting. For example, they find toys for themselves and happily move resources about to extend their ideas and play. The childminder provides gentle support and encouragement to help children learn to share and take turns. Children respond promptly to her instructions and freely express their opinions about their like and dislikes. The childminder takes children to local toddler groups to help them develop good social skills. Children learn about the importance of eating a range of foods to support healthy lifestyles. For example, they take part in growing and caring for fruits and vegetables in the allotment shared with other childminders.

Outcomes for children are good

Children learn the key skills they need to help them prepare for the next stage in their learning, including school. They manage their own personal care routines and confidently ask for help when needed. Children develop good early mathematical, reading and writing skills. For example, they freely count in their play and enjoy sharing and looking at books.

Setting details

Unique reference number	105365
Local authority	East Sussex
Inspection number	1061152
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	30 January 2013
Telephone number	

The childminder registered in 1994. She lives in Eastbourne, East Sussex. The childminder provides care every day from 7.30am to 6pm, throughout the year.

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