

Childminder Report

Inspection date	31 January 2017
Previous inspection date	18 March 2014

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's home is organised to provide an interesting and inviting learning environment for children. For instance, children happily choose from a wide variety of resources and play materials in the welcoming playroom.
- Children are confident, happy and settled with the childminder. They take part in a wide range of stimulating activities that the childminder plans based on her good knowledge of their interests and needs. They make good progress in their development.
- The childminder effectively promotes children's physical and emotional well-being. She is attentive to their individual needs and plans the day well to meet these.
- Parents have positive relationships with the childminder. She keeps them well-informed about their child's care and learning on a day-to-day basis.
- The childminder reflects on her practice regularly and makes changes to improve children's experiences. For instance, she is further extending the range of outdoor activities to offer children interesting new challenges.

It is not yet outstanding because:

- The childminder does not consistently make full use of her good assessments of children's development to monitor their progress as precisely as possible over time.
- The childminder has not fully developed highly effective methods for gathering regular feedback from parents as part of her evaluation of the provision.

What the setting needs to do to improve further

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

- develop the use of assessments further to monitor individual children's progress even more precisely over time, to help promptly address any gaps in their development and encourage rapid progress
- extend the involvement of parents further in the monitoring and evaluation of the provision, to include their views when identifying areas for improvement.

Inspection activities

- The inspector observed children taking part in activities with the childminder.
- The inspector had discussions with the childminder throughout the inspection about her practice and about children's learning and development.
- The inspector sampled documents, including children's records.
- The inspector read letters from parents and took account of their views.
- The inspector looked around the areas of the childminder's home used by children.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to recognise and report any concerns about a child's welfare. She keeps her knowledge about any changes in child protection procedures up to date. The childminder monitors her assistant's practice closely and ensures checks are in place to confirm they are suitable for their role. She makes good use of opportunities to develop her knowledge and skills. For instance, she found a course helped her review how best to help children settle in when they first start. The childminder works closely in partnership with any other early years settings that children attend. For instance, she shares information with them regularly to ensure a consistent approach.

Quality of teaching, learning and assessment is good

The childminder observes children closely and knows them well. She plans exciting activities that interest them and they enjoy. The childminder supports children's language and communication skills effectively. For instance, she questions them skilfully while sharing stories and encourages conversations. She guides children well and encourages them to persevere with new tasks. For example, children were delighted when they managed to pick up noodles with chopsticks and move them to a bowl. The childminder makes good use of spontaneous learning opportunities, such as helping children devise a chart to record all the birds they see from the playroom door. Children eagerly matched the birds to the pictures and counted out how many had visited the garden.

Personal development, behaviour and welfare are good

The childminder acts as a good role model and offers children warm, gentle reassurance and praise. Children behave well. They learn to value each other's similarities and differences, for instance, when they learn about other people's lives and try new foods. The childminder supervises children vigilantly. She supports their good health effectively. For instance, she follows careful hygiene routines when she changes nappies and she offers healthy choices at snack time. Children develop good physical skills; for instance, they play with hoops, ribbons and trikes in the garden and enjoy local walks.

Outcomes for children are good

Children make confident choices and decisions about their day. For instance, they help themselves to resources in the playroom and decide what they would like for their snack. They are assured communicators with strong social skills. Children play well together and learn to wait patiently for their turn. They become absorbed in activities and are motivated to learn. For example, children count as they play and enjoy stories. They are well prepared for their future learning and for the move to school.

Setting details

Unique reference number	EY467283
Local authority	East Sussex
Inspection number	1069639
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	18 March 2014
Telephone number	

The childminder registered in 2013. She lives in Seaford, East Sussex. The childminder cares for children from 8am to 6pm each weekday throughout the year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds early years professional status. She occasionally works with an assistant during the school holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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