

# Childminder Report

**Inspection date**

26 April 2017

Previous inspection date

6 May 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 is enthusiastic and conscientious. She is very motivated to develop her knowledge and skills continually. For instance, she makes good use of what she learns through research and contact with other professionals to keep up to date and gain new ideas that benefit children.
- Children make good progress from their starting points. The childminder plans a wide range of stimulating experiences that are well matched to children's interests and offer them new challenges. Children thoroughly enjoy activities and are eager to take part.
- The childminder has warm, caring relationships with children and is sensitive to their emotional and physical needs. For instance, she gathers detailed information about new children from their parents before they start. Children are happy, settled and secure.
- Children gain a good understanding of how to stay safe in different ways. For instance, the childminder plans 'life skills' sessions to help them think about risks and what to do if they notice a hazard or there is an emergency.

### It is not yet outstanding because:

- The childminder does not have highly effective strategies to involve parents in their children's development to help extend learning at home and in the setting.
- The childminder does not help children to gain an understanding about the people and communities beyond their own and to learn more about the wider world.

## What the setting needs to do to improve further

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

- enhance the already good partnerships with parents to encourage an even stronger approach to extending children's learning at home and in the setting
- help children learn more about people and communities outside of their immediate experience.

### Inspection activities

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

### 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 child protection concerns. She reflects on what she does to improve the quality of her provision. For instance, she has helped children to develop their independence by taking part in and choosing from an extensive range of creative activities. The childminder has positive relationships with parents. She keeps them informed daily, for example, they access their children's records to keep up to date with their achievements. She seeks feedback from parents and children. For example, one way she gathers children's views and expressions is by providing a 'feelings board'.

### Quality of teaching, learning and assessment is good

The childminder observes children and monitors their progress closely. She quickly identifies where children might need more support and considers how to challenge children in areas where they are doing well. For instance, she builds on children's learning at their other settings by using more complex mathematical resources. The childminder gives children time to test out their ideas and try things for themselves. For instance, children had great fun experimenting with a colander and water, working out how to catch the water in another container. She includes all children in activities well. For example, younger and older children happily explored cooked pasta together and were delighted to play instruments and sing their favourite songs.

### Personal development, behaviour and welfare are good

The childminder is a good role model and offers children calm, gentle reassurance and praise. Children behave well and show consideration for each other. For instance, older children were eager to include their younger friends in their singing game. Children are sociable and play well together, happily taking turns. They benefit from a well-planned, inviting play environment. The childminder makes thorough daily checks of the home and effectively identifies and removes any hazards, to help ensure children can play safely. Children enjoy playing outside every day. They have good opportunities for physical exercise, such as using the outdoor equipment or going for a walk in the woods.

### Outcomes for children are good

Children join in activities enthusiastically and engage well in their learning. Young children quickly grow in independence, for instance, they help themselves to toys from the low shelves. They develop good physical skills, such as feeding themselves with a spoon. Older children are competent communicators and clearly express their wishes and views. They learn good early reading, writing and mathematical skills, sounding out words and solving simple number problems with confidence. Children quickly gain the skills they need for the next stage of their learning and for the move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY320019  |
| <b>Local authority</b>             | East Sussex   |
| <b>Inspection number</b>           | 1092587   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 6 May 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2006. The childminder lives in Uckfield, East Sussex. She cares for children from 8am to 5.30pm on Wednesday and Thursday during term time only. The childminder holds a childcare qualification at level 3.

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