

Childminder Report

Inspection date

15 May 2017

Previous inspection date

26 March 2015

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 is a good role model. Children behave well and form warm and secure relationships with him and each other. They are happy and confident, and understand how to share and respect each other's feelings and ideas.
- The childminder builds strong partnerships with parents. He keeps them well informed about children's welfare and learning. He works well with parents to help them support their children's learning at home and in the setting.
- The childminder regularly observes children's learning and assesses their development closely. He quickly identifies any gaps in learning and offers further support.
- Children enjoy playing with the wide range of resources the childminder provides. He plans fun activities based on children's interests and abilities. Children make good progress from their starting points in learning.
- The childminder reviews his provision effectively to help him improve his practice. He identifies strengths and weaknesses and uses this information to help him focus on improving outcomes for children.

It is not yet outstanding because:

- Occasionally, the childminder does not give enough time for children to respond to the questions he asks them, to help develop their thinking skills further.
- The childminder does not make the most of all opportunities to support children's understanding of the benefits of a healthy diet.

What the setting needs to do to improve further

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

- build on teaching practices to give children more time to think about and respond to questions to support the development of their critical-thinking skills further
- offer children further support in developing their understanding of the importance of healthy eating.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and 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 has on children's learning.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to improving the experiences and learning opportunities for children. For example, he recently added new daily opportunities for children to talk about the weather and add their name to the 'hello board'. The childminder uses a variety of different ways to help him develop and improve his knowledge. For example, he discusses best practice with his co-childminder and other professionals, and researches new ideas to help make children's learning fun. Safeguarding is effective. The childminder has a thorough, up-to-date understanding of how to deal with child protection concerns. He confidently knows how to identify and minimise risks to children effectively.

Quality of teaching, learning and assessment is good

The childminder follows children's interests well and effectively builds on their ideas. For example, as children explore bricks, he challenges them to group them by colour and count how many there are. The childminder joins in well with children's play and extends their learning. For example, he plays ring toss with children and encourages them to carefully aim at the target. The childminder then challenges children to describe the position of the hoops, using language such as 'behind' and 'in front'. The childminder supports children's imaginary play well. For example, as children play with toy trains, he encourages them to talk about where the train might go and why.

Personal development, behaviour and welfare are good

Children are warmly welcomed into the childminder's home where their emotional and physical well-being are well supported. The childminder gently encourages children's good behaviour and sets clear expectations. For example, children happily help to tidy away toys and share out playdough so they all have enough. The childminder consistently praises and encourages children and builds their self-esteem and confidence. For example, children get stickers on a special 'kindness board' for good behaviour. Children have access to plenty of fresh air and are given regular opportunities for physical exercise, such as in the childminder's stimulating garden.

Outcomes for children are good

Children effectively develop the skills they need for their future learning and in readiness for school. They enjoy learning and are well motivated in their chosen play. Children eagerly join in with activities and are willing to have a go and learn new skills. For example, they learn how to attach toy train carriages together and learn what a stethoscope is used for. Children make decisions about what they want to do and enjoy managing their own self-care needs. They communicate well and confidently express their ideas and share memories. Children develop good mathematical skills and confidently count as they play.

Setting details

Unique reference number	EY257114
Local authority	Brighton & Hove
Inspection number	1091663
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	26 March 2015
Telephone number	

The childminder registered in 2003. He lives in Hove, East Sussex. His wife is also a registered childminder and they work together. The childminder provides care for children between 6.45am and 5pm, Monday to Thursday, all year round.

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