

# Childminder Report

**Inspection date**

26 July 2017

Previous inspection date

15 July 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

- Overall, the childminder effectively monitors children's progress and plans a wide range of interesting activities and outings based on their stage of development and current interests. Children make good progress in their learning from their starting point.
- The childminder provides children with a relaxed and friendly home environment and they are happy and confident. Children feel welcome and establish warm and secure relationships with the childminder. This supports their emotional well-being effectively.
- Children behave well. The childminder uses consistent explanations to help children understand boundaries and expectations. She encourages them to share and take turns, helping them build important social skills.
- The childminder works in good partnership with parents and other early years professionals to share relevant information. For example, she offers parents ideas on home learning and works closely with health visitors to complete a written assessment of children attending who are aged between two and three years.

### It is not yet outstanding because:

- The monitoring of children's progress does not always precisely identify children's next steps in learning to help them make the best possible progress.
- Children have fewer opportunities to engage in activities and experiences that reflect their individual backgrounds and heritage and teach them about the lives of others. This does not extend their social skills and knowledge of the world more fully.

## What the setting needs to do to improve further

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

- develop the monitoring of children's progress more precisely to help the planning of their next steps in learning and support children to make even greater progress
- develop children's understanding of the similarities and differences between their own family traditions and those of others.

### Inspection activities

- The inspector observed the quality of teaching and interaction during activities and assessed the impact of this on children's learning.
- The inspector held discussions with the childminder about her self-evaluation.
- The inspector engaged with children during the inspection.
- The inspector sampled relevant documentation, such as safeguarding policy, risk assessment procedures, children's attendance registers and the complaints procedure.
- The inspector spoke with a parent to gain an understanding of their views.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures and how to report any concerns she may have for a child in her care, to help protect their welfare. She is able to reflect on her practice and has a good understanding of her strengths. She receives planned training when this is needed. For example, she has undertaken further training to meet the needs of two-year-olds. The childminder effectively supports the practice of her assistant to help improve the quality of teaching. The childminder values the opinions of children and parents. She uses this feedback to help her evaluate and improve her provision for children. For example, she invites children to share ideas on what types of outing they would like to go on. This resulted in a visit to a children's farm and exploring a nature trail, improving outcomes for children. The childminder has a clear complaints procedure and policy in place.

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

The childminder knows children well and routinely plans challenging activities that reflect their interests. She supports children to explore mathematics. For example, she introduces words, such as 'big', 'little', 'large' and 'small', as they use different-sized containers to measure pasta. She also helps children count in the correct order as they peg washing on a line. The childminder promotes children's communication and language skills successfully. For example, as young children play, she repeats words back to them and models the correct pronunciation of words and full sentences. The childminder skilfully helps support children's natural curiosity and problem-solving skills. For instance, she helps them question why crayons melt when left outside in the hot sun.

### Personal development, behaviour and welfare are good

Children play well together under the childminder's watchful guidance and encouragement. Children enjoy daily opportunities to exercise, such as going to parks and riding scooters to practise their physical skills. Children enjoy exploring the wider community. In particular, they like using public transport to visit the beach where they enjoy searching for animals in rock pools. The childminder helps ensure children's safety, such as by completing risk assessments and supervising them effectively. She adheres to the correct adult-to-child ratio which further supports children's well-being. Children learn the importance of keeping themselves safe. They follow good road safety procedures, including stopping, looking and listening when crossing the road.

### Outcomes for children are good

Children concentrate well and they eagerly join in with activities. For example, they enjoy exploring letters on wooden bricks and know letters that are important to them, such as the first letter in their name. They are confident communicators with strong social skills and happily join in many worthwhile conversations with the childminder. Children show pride in the marks they make on paper and enjoy colouring with a good range of pens and pencils. Children are prepared for their future learning and for the move to school.

## Setting details

<b>Unique reference number</b>	EY303531
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1109138
<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>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Halisham, East Sussex. The childminder operates her service on Monday to Friday from 8am until 6pm, for most of the year. She holds an appropriate early years qualification at level 3. The childminder occasionally works with an assistant.

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