

Childminder report

Inspection date	16 January 2019
Previous inspection date	8 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children take part in a wide variety of stimulating activities that they thoroughly enjoy. The childminder has a good understanding of how children learn and develop. Children make good progress in their learning and have fun in the childminder's care.
- The childminder makes very good use of the outdoor environment to create exciting learning opportunities for children. For instance, children are delighted to investigate nooks and crannies with cameras and magnifiers and test out their physical skills on the challenging play equipment.
- Children are confident, happy and settled. They form strong bonds with the childminder, who is warm, kind and attentive to their individual needs. The childminder supports their emotional and physical well-being extremely well.
- The childminder reflects well on the provision. She identifies areas for further development that have a positive impact on children's experiences. For instance, she has recently introduced regular forest school activities and started a 'cooking club' with some other childminders.
- The childminder does not gather as much detailed information as possible from parents about what children already know and can do on entry, to help quickly establish their starting points and monitor progress as closely as possible from the beginning.
- The childminder has not established a highly focused plan for professional development, to help maintain the highest levels of practice and continually raise the quality of the provision even further.

What the setting needs to do to improve further

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

- gather more detailed information from parents about children's capabilities before they start at the setting, to help establish even more accurate starting points for children's learning from the outset
- focus more precisely on developing a targeted programme of professional development to consistently build upon teaching skills and raise high quality practice even further.

Inspection activities

- The inspector observed children taking part in activities with the childminder and assessed the impact this had on children's learning.
- The inspector had discussions with the childminder about her practice and children's learning and development and evaluated activities with her.
- The inspector looked around the areas of the home used by children.
- The inspector sampled the childminder's records and some of the children's learning journals.
- The inspector read letters and comments from parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities towards the children in her care. She knows how to recognise and report any concerns about a child's welfare and works closely with other professionals where required. She makes sure her occasional assistant is suitable for the role and is up to date with her policies and procedures. The childminder is strongly motivated to provide a high-quality service. She successfully keeps up to date and monitors her provision, for instance, through close links with other local childminders. Partnerships with parents are positive. The childminder works with them closely and exchanges information regularly about children's learning and care. Parents are very complimentary about the service the childminder provides.

Quality of teaching, learning and assessment is good

The childminder observes children closely and quickly identifies any areas where they are doing well and where they may need more support. She supports children's communication and language skills effectively. For instance, she repeats new words and encourages conversations as children play. The childminder responds to children's interests very successfully to help build on their learning. For example, after children noticed the frost on the car in the morning, the childminder provided a range of opportunities for them to learn more about the cold weather. Children eagerly took part in an activity rescuing toy penguins frozen inside blocks of ice. The childminder extended the activity well, encouraging children to explore what happened to the ice when they poured warm water or salt onto it.

Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model. She offers children warm, affectionate praise and calm reassurance. Children's behaviour is extremely good. They show very high levels of confidence and independence in relation to their age. For instance, they confidently negotiated with each other and agreed the rules for their game. Children form very strong friendships and show care and concern for one another. They gain an excellent understanding of how to keep themselves healthy and safe. For instance, young children blow their own noses and throw away the tissue and carefully use real tools to chip away at a block of ice. The childminder gives high priority to children's safety and supervises them very effectively at all times.

Outcomes for children are good

Children are interested in activities and motivated to learn. They quickly learn to do things for themselves and develop extremely good self-care skills. For instance, young children spread their own toppings and cut up bananas at snack time. Children have strong social skills and get along together well, sharing and taking turns with equipment. They communicate well. They share their ideas and join in conversations. They show an interest in books and listen attentively to stories, recalling words and phrases. Children benefit from a wide variety of exciting outings that help broaden their experiences. They quickly gain the skills they need for their future learning and starting school.

Setting details

Unique reference number	EY136434
Local authority	Brighton and Hove
Inspection number	10090670
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 June 2015

The childminder registered in 2002. She lives in Brighton, East Sussex. The childminder cares for children from 7.30am to 6pm each weekday throughout the year. She occasionally works with an assistant. The childminder holds a relevant qualification at level 3.

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