

Childminder report

Inspection date	29 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The childminder demonstrates a strong commitment to continually developing her provision. She reflects on her practice well and identifies areas for further development that have a positive impact on children's care and learning. For instance, she has recently developed the outdoor play area to offer a wider range of stimulating and exciting new challenges and experiences for children.
- Children are very happy and well cared for in the childminder's extremely welcoming, well-organised home. They have excellent relationships with the childminder and her assistant. The childminder supports children's self-care and independence skills particularly well and they quickly grow in confidence in her care.
- The childminder plans a wide variety of interesting activities and experiences for children that are well matched to their abilities and needs. Children join in eagerly and thoroughly enjoy their day. They make good progress in their development.
- Partnerships with parents are strong. The childminder works with them closely on a day-to-day basis and successfully engages them in their child's learning. For instance, she provides regular progress updates and offers useful suggestions for activities to try at home. Parents are very complimentary about the quality of the care and learning the childminder provides.
- The childminder has not fully established highly effective arrangements to work in partnership with all of the other settings that children attend, to help provide even greater continuity for all children's learning.
- 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 focus precisely on their learning needs from the outset.

What the setting needs to do to improve further

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

- build on the partnerships with other settings that children attend, to help develop an even closer shared approach to all children's learning and care
- seek more detailed information from parents about children's prior development and achievements when they first start, to help plan even more precisely for their learning from the beginning.

Inspection activities

- The inspector observed children taking part in activities with the childminder and her assistant 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 sampled paperwork and records, including some of the children's learning journals.
- The inspector read questionnaires and letters from parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is 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. She supports and monitors her assistant's work effectively. For instance, she observes what she does and meets with her regularly to discuss her practice and identify any training needs. The childminder is highly motivated to continually develop her own knowledge and skills. For instance, she regularly attends courses, uses online resources and does her own research. She makes good use of what she learns to develop her practice. For example, a course helped her reflect on how she supports the learning of different groups of children within the setting, such as boys and girls.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress and development closely and gets to know them well. She quickly identifies any areas where they might need more support and where they are doing well. She plans activities carefully to make sure that all children can take part. For instance, younger children explored dough with their hands while their older friends practised using new tools. The childminder and her assistant support children's language and communication skills effectively. For example, they talk to them as they play, introduce new words and encourage conversations. They make good use of opportunities to support children's early mathematical skills, such as talking about shape and size, as they make models with the dough.

Personal development, behaviour and welfare are outstanding

The childminder and her assistant are excellent role models. They are warm, kind and patient and offer children gentle reassurance and praise. This contributes to children's very high levels of confidence and self-assurance. Children behave extremely well. They learn to resolve conflicts with their friends and recognise their own feelings and needs, such as when they are tired and need a rest. The childminder very effectively supports children's understanding of how to stay healthy and safe. For instance, children helped devise a new menu plan of nutritious meals. Children develop excellent self-care skills, for example, even the younger children learn to serve their own snack with spoons and remember when to wash their hands.

Outcomes for children are good

Children are enthusiastic learners and are highly independent. They make confident choices as they select their own resources and initiate their own games. Young children happily explore their environment and enjoy investigating toys. Children develop strong social skills. They negotiate with each other and take turns with equipment. They are good communicators and confidently express their wishes and ideas. Children concentrate well on tasks and become absorbed in their play. They develop strong physical skills. Young children enjoy pulling themselves up to reach a new toy and older children are delighted to join in with a movement session. Children quickly gain the skills they need for their future learning and for starting school.

Setting details

Unique reference number	EY540905
Local authority	East Sussex
Inspection number	10089480
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	12
Number of children on roll	19
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Eastbourne, East Sussex. She cares for children from 7.30am to 6pm each weekday throughout the year and works with an assistant from Monday to Thursday. She receives funding to provide free early education for children aged three and four years. The childminder holds a relevant childcare qualification at level 3.

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