

Childminder report

Inspection date	30 August 2018
Previous inspection date	10 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of 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

- Children develop strong relationship with the caring and friendly childminder. She provides a homely environment where children are confident, settled and happy.
- Children have a good understanding of how to stay healthy. For example, they talk about how people can go without food for some time but not water.
- Children behave well and are very independent. The childminder competently teaches them how to manage their care needs and be ready for school. For example, children learn how to use cutlery and set the table for a meal.
- The childminder interacts skilfully with children and extends their play and learning. She knows children well and, for example, makes good use of their interests to build on their skills. Children are motivated and interested, and make good progress from their starting points in learning.
- The childminder has effective systems for monitoring and reviewing her practice. For example, she makes good use of a quality assurance scheme to identify areas for further improvement in her knowledge and childcare provision. The childminder has increased her understanding of safe recruitment procedures to help ensure assistants are suitable to work with children.

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 strong partnerships with parents and provide further opportunities for them to contribute to their children's ongoing learning and assessment.

Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents from written feedback.
- The inspector discussed childcare practice with the childminder and spoke to children at suitable times during the inspection.
- The inspector checked safety in the areas used for childminding.

Inspector
Alison Weaver

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her safeguarding training up to date and knows what to do if she has any concerns about a child's welfare. She ensures that her assistant also has a good understanding of safeguarding procedures. The childminder mentors and coaches the assistant well so that she continues to develop her practice and knowledge. She encourages the assistant to think of new ideas, such as early writing activities for children. The childminder makes effective use of feedback from parents and children to evaluate the provision and improve children's experiences. For example, children requested a role-play castle in the garden, so the childminder created one with them. The childminder monitors all children's progress carefully. She competently identifies and addresses any emerging gaps in their learning and incorporates these into her teaching and planning.

Quality of teaching, learning and assessment is good

The childminder carefully assesses children's needs and interests. She successfully adapts activities and resources to meet their needs. For example, she bought large toy cars so very young children can safely engage in playing cars with older children. Children enjoy a wide variety of activities that build on their skills. They have fun as they learn. The childminder extends their vocabulary, for instance, by introducing new words. She encourages children to solve problems and work things out, for example, when playing board games and other games with their friends. Children show they have strong mathematical skills, such as when they count cards in a matching game.

Personal development, behaviour and welfare are good

Children behave well and have good social skills. They confidently share their experiences when they talk with adults. Children enjoy the childminder's attention. For instance, they encourage her to join in with their robot-making game. They have fun together in the relaxed and informal atmosphere. The childminder manages children's frustrations sensitively and teaches them how to manage their feelings appropriately. She helps children develop a good understanding of the need to respect and value differences in others. The childminder enhances children's health by, for example, providing nutritious meals for children. Children have many opportunities to exercise and play outdoors.

Outcomes for children are good

Children take part in a variety of activities that help prepare them for a successful move on to school. For example, they act out school scenarios and learn to recognise their names. Children have the confidence to ask for help when needed. They are good clear speakers who readily hold conversations with others. Children take turns and share resources, such as counters in a game. They move around safely and independently. Children make decisions about what they want to play with. They are well motivated and concentrate during activities.

Setting details

Unique reference number	EY284972
Local authority	Brighton and Hove
Inspection number	10061756
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 May 2016

The childminder registered in 2004. She lives in Portslade, East Sussex. The childminder has a relevant qualification at level 5. She occasionally works with an assistant. The childminder offers care from 7.15am to 6.30pm from Monday to Friday, all year round. She receives funding for the provision of free early years education for children aged two, three and four years.

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