

# Childminder Report

**Inspection date**

28 October 2015

Previous inspection date

23 February 2011

| <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

- The childminder has a positive attitude and is motivated to continually develop her skills. For example, she reviews her practice and has an ongoing development plan. Recent plans include creating a 'mud kitchen' in the garden to encourage exploration and messy play outdoors. This approach means that children regularly benefit from new activities and challenges that support their learning well.
- The childminder provides a safe, welcoming environment for children. There is a good selection of resources and play materials that children choose for themselves. This helps them grow in independence.
- Children have warm and caring relationships with the childminder. She promotes their emotional and physical well-being effectively. For example, she is sensitive to children's individual needs and adapts the day to make sure she meets these well.
- Children enjoy taking part in a wide variety of stimulating activities and experiences based on their interests and needs. They make good progress in their learning.
- The childminder works closely with parents. She keeps them well informed. For example, she has introduced summary sheets that help her share children's next steps with their parents more frequently. These include suggestions for activities to continue at home so that parents are fully involved in their children's learning.

### It is not yet outstanding because:

- Systems for gathering the views of parents and children to help identify areas for improvement and extend the self-evaluation process are not fully developed.
- Children's knowledge and understanding of technology are not always extended through challenging experiences.

## What the setting needs to do to improve further

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

- increase the involvement of parents and children in the monitoring and evaluation of the provision
- plan further challenging experiences for children to extend their knowledge and understanding of the uses of everyday technology.

### Inspection activities

- The inspector observed children taking part in activities with the childminder indoors and outdoors.
- The inspector had discussions with the childminder throughout the inspection about her practice and about children's learning and development.
- The inspector sampled paperwork including children's records and policies and procedures.
- The inspector looked around the areas of the home used by children.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed child protection training. She is familiar with the signs that may cause concern for a child's welfare and knows what steps to take. She keeps the records required for childminding. These are well organised and up to date. The childminder uses her assessments of children to monitor their development closely. For example, she has started to use a tracking sheet that helps her highlight where children may need more support and any gaps in her teaching. The childminder makes good use of training opportunities to develop her skills. For example, she found strategies from a course about working with disabled children valuable for developing her practice with all children.

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

The childminder knows children well. For instance, she gathers as much information as she can from parents before their children start. She observes children and plans activities to build on their skills. The childminder supports children's language and communication skills well. For example, she talks to them as they play, asks questions and introduces new words. She successfully follows children's interests and they enjoy activities and are keen to learn. For example, children were thrilled to discover some snails in the garden. They were excited when they made a house for them later, using leaves and bark they collected in the woods. They drew pictures of the snails' swirly shells, becoming engrossed in this task and concentrating well. Children enjoy exploring the sounds that different objects make, listening carefully to the clinking of beads and the scrunching of silver foil.

### Personal development, behaviour and welfare are good

The childminder supervises children closely to make sure they are safe. She involves children in identifying risks and helps them learn important skills they need to keep themselves safe. For example, children helped to design a fire drill poster and decided what steps to take in an emergency. The childminder promotes children's good health effectively. Children learn why they need to wash their hands if they get dirty. They have fun playing outside every day in the garden, park or in the woods. They enjoy the fresh air and exercise as part of a healthy lifestyle. The childminder offers children warm, gentle guidance and praise. They grow in self-confidence and behave well. She acts as a good role model, encouraging children to value one another and treat each other with respect.

### Outcomes for children are good

All children make good progress based on their starting points. They learn a variety of useful skills that prepare them effectively for the next stage of learning and for school. They choose resources and help tidy away. They count during everyday activities and enjoy stories and books.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 201624           |
| <b>Local authority</b>             | East Sussex      |
| <b>Inspection number</b>           | 842127           |
| <b>Type of provision</b>           | Childminder      |
| <b>Day care type</b>               | Childminder      |
| <b>Age range of children</b>       | 1 - 7            |
| <b>Total number of places</b>      | 6                |
| <b>Number of children on roll</b>  | 5                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 23 February 2011 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2001. She lives in Hastings, in East Sussex. The childminder cares for children each weekday throughout the year. She receives funding for the provision of free early education for children age two, three and four years.

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