

Childminder Report

Inspection date

21 April 2017

Previous inspection date

5 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 effectively monitors the progress children make and uses the information to help her plan for what they need to learn next.
- Children make great progress. They quickly develop good social skills and build confidence during their time with the childminder.
- The childminder provides children with a range of activities and experiences that help them to learn about healthy practices. For example, they enjoy activities that encourage them to learn about the importance of eating a wide range of healthy foods.
- The childminder continually extends her professional knowledge, skills and practice. For example, she meets up with other professionals, such as childminders, to share ideas and information.
- Children understand that everyone is different and how ways of life vary around the world. For example, they share their own backgrounds with their friends, comparing aspects such as family photos or the languages they speak.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to fully encourage parents to become involved in all aspects of their children's learning.
- The childminder misses opportunities to encourage children to fully consider and develop their thoughts and ideas in response to questions she asks them.

What the setting needs to do to improve further

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

- develop further the opportunities for parents to become more involved in their children's learning
- provide children with greater opportunities to consider and develop their own thoughts and ideas, especially in response to questions asked to them.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident knowledge of the signs that may indicate a child's welfare is at risk. She knows what to do in the event of a concern. The childminder updates her policies and procedures regularly to reflect changes in legislation. She strives to improve and refresh her practice frequently, such as adding more resources to improve the opportunities for children to develop early writing skills. The childminder builds strong relationships with parents. She seeks their views and makes relevant changes to improve her service. For example, she has recently made changes to make pick-up times easier for parents. This included changing the entrance into the provision and establishing new routines with the children.

Quality of teaching, learning and assessment is good

Children enjoy learning. They show high levels of attentiveness as they play and explore. The childminder builds on children's interests. For example, when children try to make handprints in water, she provides them with paint to make them easier to see. The childminder shows skill in supporting children's language development. For example, she encourages children to link words with actions or experiences, such as identifying the shapes the ribbon makes as it moves in the air and the weight of bottles as they become full of water.

Personal development, behaviour and welfare are good

Children form strong bonds with the childminder, who has a warm and gentle nature. They show great confidence in the setting. For example, they remain fully engaged in their play when she moves away. The childminder has created an environment that strongly promotes independence and stimulates learning. For example, children make choices about whether they want to play inside or out, and even the youngest children happily select their own resources. The childminder successfully promotes positive behaviour. She employs effective strategies to help prepare children for when they move to a different setting such as school. For example, the childminder takes children to larger, busier settings to help them become confident in new environments.

Outcomes for children are good

Very young children begin to make marks in preparation for learning to write in the future. For example, they bang chalks and notice the marks they make and enjoy following tracks they make by pouring water on the ground as they move. Children count freely in their play. For example, they count as they pour jugs of water into a bucket. Children behave extremely well. They exhibit lovely manners, consider each other's feelings and learn to share. All children make good progress in relation to their individual starting points.

Setting details

Unique reference number	510364
Local authority	East Sussex
Inspection number	1091175
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	5 June 2015
Telephone number	

The childminder registered in 1994 and lives in Eastbourne, East Sussex. She has a relevant early years qualification at level 3. The childminder offers care every weekday, all year round. She receives funding to provide free early years education for children aged three and four years.

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Piccadilly Gate
Store St
Manchester
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