

Childminder Report

Inspection date

21 February 2017

Previous inspection date

27 November 2014

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 carefully observes and assesses children's abilities and development. She uses the information to, for example, provide a wide variety of interesting resources and activities that challenge children and build on their skills.
- The childminder interacts skilfully with children and extends their learning. Children make good progress in their learning in relation to their starting points.
- The childminder effectively monitors children's progress and identifies any emerging gaps in their learning. She uses the information well to adapt her teaching and planning and help every child achieve.
- Children show a strong sense of belonging and security. They have good emotional bonds with the childminder and often say 'I love you' to her.
- The childminder evaluates her practice and the organisation of her home effectively. For example, she is in the process of carefully reviewing and developing the use of her new home and garden to help ensure she meets children's needs.

It is not yet outstanding because:

- The childminder does not consistently encourage all parents to be involved in children's learning and share what they know about their child's ongoing achievements at home.
- The childminder does not make the most of opportunities to work closely with other early years settings involved with children and help provide continuity in their learning.

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 good partnerships with parents and involve them more in continuing children's learning at home and sharing in the assessment process
- build further on the links with other early years settings who are involved with children to help extend continuity of education for every child.

Inspection activities

- The inspector observed children's activities indoors.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector discussed childcare practice with the childminder.
- The inspector looked at the childminder's improvement plan.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date with safeguarding procedures. She has a thorough understanding of her role in helping protect children, for example, from extreme views and harm. The childminder supervises children well and minimises risks successfully. New children benefit from improved settling-in procedures, since the previous inspection. For example, the childminder now gains additional information from new parents and this enables her to more successfully focus on meeting children's individual needs right from the start of their time with her. The childminder continues to improve her knowledge and skills. For example, she does research and makes good use of advice from local authority early years workers to help improve children's experiences.

Quality of teaching, learning and assessment is good

The childminder helps children become confident communicators. For example, she engages children in conversation and encourages them to describe what they are doing. She builds on their vocabulary well. For example, she introduced words, such as 'smooth' and 'soft', when they made bird cakes. Children have good language skills and imagination. For example, they acted out various scenarios during role play, such as pretending to iron and making birthday cakes. The childminder successfully builds on children's strong mathematical skills. For example, children confidently named and compared sizes and shapes when completing challenging shape puzzles.

Personal development, behaviour and welfare are good

The childminder is caring and kind. Children form strong, trusting relationships with her. They behave well and are confident around unfamiliar adults. Children enjoy healthy lifestyles and develop a good understanding of what is good to eat. They follow good personal hygiene routines and manage their own personal-care needs well. Children build on their strong physical and coordination skills, for example, when they go to parks and soft-play activities. The childminder successfully reinforces children's awareness of how to stay safe, for example, when they attend fire safety week events in the community.

Outcomes for children are good

All children are safe, settled and happy, and develop the skills they need to be ready for school. They are curious and interested in their world. Children are independent and make choices about their play. They are well motivated and concentrate well at chosen activities. They skilfully use simple technology, such as using remote-controlled cars. Children persevere at tasks and confidently work things out themselves. They have the confidence to ask for help to solve difficult problems when needed. Children have good social skills and learn to respect differences in society.

Setting details

Unique reference number	EY331767
Local authority	East Sussex
Inspection number	1070768
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	27 November 2014
Telephone number	

The childminder registered in 2006. She lives in Kingston near Lewes, East Sussex. The childminder has a qualification at level 3. She offers care from 8am to 6pm on Monday to Friday for 48 weeks of the year. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

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