

Childminder report

Inspection date	8 August 2019
Previous inspection date	15 March 2016

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

- The childminder and her assistant create a welcoming and homely environment. Children feel comfortable and secure as they play, supporting their good emotional well-being.
- The childminder and her assistant work closely with parents to accurately assess children's achievements when they first join. They monitor all children's progress well and plan exciting and creative activities to support them to securely reach the next stage in their learning. All children make good progress from their starting points.
- There is an array of stimulating resources that children can self-select, supporting their interests and needs well. For example, children have fun as they look for characters hidden within the images of storybooks. However, there is scope for the childminder and her assistant to offer further opportunities to enhance sensory exploration with a range of textures and materials, particularly for the youngest children.
- The childminder and her assistant form strong relationships with the children. Children happily seek comfort when they need reassurance. For instance, the youngest children regularly seek the childminder and her assistant out for cuddles.
- Children develop their physical skills as they choose from a range of activities in the childminder's garden. For example, they excitedly scoop and dig for 'magic beans' in the sand tray, learn about capacity as they coordinate their actions to pour water from one pot to another and carry, with care, buckets full of water.
- Parents speak highly of the care and the 'excellent opportunities' their children receive. For instance, the childminder and her assistant take children on trips to the town, local parks and the beach. This supports children's physical and social skills, as well as their understanding about the world in which they live.
- On occasions, the childminder and her assistant do not make the best use of opportunities to encourage children to be more independent and do things for themselves.

What the setting needs to do to improve further

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

- maximise opportunities for children to be independent and complete everyday tasks for themselves
- increase opportunities for younger children to explore natural and sensory resources within play to make links and notice patterns in their experiences.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistant.
- The inspector reviewed relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector considered the views of the parents.

Inspector

Adam Hawes

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistant work very well together as a strong team. They evaluate their practice regularly and identify ways to make further improvements. For example, they used their analysis of children's learning to identify the need to implement more mathematics. Consequently, children are given lots of opportunities to count, understand quantity and use numbers to learn which group of objects contains more or less. The childminder and her assistant use an effective monitoring system to ensure any emerging gaps in children's learning are quickly identified, supported and minimised. This allows children to make good progress. The childminder and her assistant keep their knowledge up to date through regular training. For example, they have completed training to broaden their knowledge of how to support children who have attention deficit hyperactivity disorder. The childminder and her assistant know the possible signs of abuse. They can confidently explain how they protect children and the procedures to take if they have any child protection concerns. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder and her assistant support children very well to develop their communication and language skills. For instance, they both repeat back words to model the correct pronunciation and use running commentary to help children learn new words in context. The childminder and her assistant play alongside the children at their level. They engage them in meaningful conversations and ask good questions that encourage the children to persevere and develop new skills. For example, a child delights as they works out how to combine cogs and add a handle so that they can cause them to rotate. Children enjoy books, self-selecting stories to read with the childminder and her assistant. Older children enjoy pointing to features within different images and discussing what they think is happening. Children develop good literacy skills.

Personal development, behaviour and welfare are good

The childminder and her assistant act as positive role models. Children develop good levels of self-assurance and self-esteem through positive praise, support and encouragement from the childminder and her assistant. Children behave very well. They understand the expectations and boundaries, and independently follow routines. Children play alongside each other, interacting and extending one another's play as they offer toys, resources and ideas. Children learn about healthy food choices and get plenty of fresh air as they play and exercise in the garden. Children learn good hygiene routines and know to wash their hands before mealtimes.

Outcomes for children are good

Children progress well in their learning, including those who receive free early years education. They are curious and motivated learners who are willing to have a go, trying things for themselves. Older children confidently express their thoughts. For example, they often talk happily to the childminder and her assistant about what they have been doing at home. Children are well prepared for future learning and for their eventual move to school. For instance, children learn how to hold a pencil, concentrate for long periods of time and identify shapes and colours.

Setting details

Unique reference number	EY335551
Local authority	East Sussex
Inspection number	10062824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	10
Number of children on roll	19
Date of previous inspection	15 March 2016

The childminder registered in 2006 and lives in Hastings, East Sussex. She has a childcare qualification at level 3 and regularly works with an assistant. The childminder offers care Monday to Friday from 7.30am to 6pm, all year round. She receives funding for free early years education for children aged two, three and four years.

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