

Childminder Report

Inspection date	11 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provides children with a broad range of interesting and innovative activities that inspire them to be creative and imaginative.
- Children make good progress. The childminder asks them many questions and children learn to think about how they do things and to solve problems.
- Children show each other care and consideration. For example, they readily share resources, know how to take turns and include others in their play. Children behave well and the childminder sets a good example to them.
- Partnerships between the childminder and parents are good. They exchange information every day about children's activities, care and progress to provide consistency.

It is not yet outstanding because:

- Occasionally, planned activities do not provide as much challenge as possible to support children to make even better progress.
- The childminder has not yet fully established working partnerships with other early years settings that children attend to share information about their care and learning, for greater consistency.

What the setting needs to do to improve further

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

- consider how to increase the level of challenge in planned activities for children to make even more progress
- develop stronger partnerships with other early years settings that children attend to provide a more shared approach to children's learning.

Inspection activities

- The inspector observed how children learned from the activities provided inside and outside.
- The inspector spoke to parents, read their testimonials and took account of their views.
- The inspector had a discussion with the childminder about what children learned from a planned activity.
- The inspector looked at a range of documentation including suitability checks, policies and children's development records.

Inspector

Jill Steer

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of child protection matters up to date. She teaches children safety awareness. For example, she lets them take risks, such as climbing as high as they feel able, while staying close by to help if necessary. The childminder continuously evaluates the quality of her practice and asks parents and children to contribute their views. She then decides how to enhance her teaching skills such as through training. For example, she studied how to support children's language and communication more effectively. The childminder monitors children's progress across all areas of learning. She uses the information to identify any gaps in children's learning, and provides activities to help them catch up.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and how to motivate them. She knows, for example, that children may quickly lose interest in a planned activity the day after they really enjoyed it. The childminder is adaptable and guided by what children want to do, and links their interests and her planning effectively. For instance, when children collected leaves, pine cones and conkers out on a walk, the childminder prepared a sensory game of making 'autumn soup'. She gives all children the same opportunities. For example, both boys and girls play with dolls and train sets. She instils in children an early enjoyment of books and stories. Children have favourite books and the childminder reads them on request, using a variety of voice tones for added interest and drama.

Personal development, behaviour and welfare are good

Children settle quickly with the childminder from their first day. They build good relationships with her and show her affection. There is a wide choice of toys and resources available for children. For example, there are mechanical toys, toys to encourage creativity and imagination, and resources sourced from nature such as wood, shells and seeds. Children learn about living things. For example, they grow butterflies from caterpillars. The childminder encourages children to learn about the culture and language of other children.

Outcomes for children are good

Children take part in a wide range of imaginatively planned experiences which supports them to make good progress. For example, they learned to count, calculate and judge quantities while adding ingredients to their 'autumn soup'. They suggested how to mix it, what else to add and considered who might eat it. Children learn to speak well and enjoy discussions as they play. They are confident and eager to do things themselves such as designing a train track layout. Children acquire essential skills that are a good foundation for further learning.

Setting details

Unique reference number	EY483346
Local authority	East Sussex
Inspection number	997965
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in Eastbourne, East Sussex. She provides childcare all day from Monday to Friday.

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