

# Childminder Report

<b>Inspection date</b>	1 November 2016
Previous inspection date	14 May 2013

<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

- Many of the children speak more than one language. The childminder values their individuality and uniqueness. For example, she uses their home languages when she can and celebrates their special family days.
- The childminder and her two full-time assistants work well as a team. The childminder monitors their performance and meets regularly with them to offer individual coaching and support.
- Children behave well. They receive lots of praise to encourage them. The childminder talks to them about the importance of sharing, being kind and taking turns.
- The childminder and her assistants support children well. Their gentle and constant interaction helps engage children in the activities and motivates them to learn.
- The childminder monitors children's progress well. She provides a wide range of learning experiences based on children's needs and interests. Children make good progress in relation to their starting points.

### It is not yet outstanding because:

- Sometimes, activities do not provide as much challenge as possible to support children to make even better progress.
- The childminder occasionally forgets to let children take responsibility and do simple 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:

- consider ways of providing further challenge for children to help them make even better progress
- support children even more consistently to develop independence skills and take responsibility for their own care.

### Inspection activities

- The inspector observed how the childminder and her assistants interact with children indoors and outdoors.
- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector viewed documentation including suitability checks, children's records and the childminder's self-evaluation.
- The inspector took account of parents' written comments.

### Inspector

Jill Steer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has developed her practice to improve the quality of experiences for children. For example, she has studied early years practice to a high level and employed two qualified assistants who keep their knowledge and skills up to date. The childminder continually evaluates her practice. She asks for parents' views regularly and reviews each day with her assistants. They plan how to develop further such as by getting additional equipment. The childminder has good partnerships with parents. She shares information about children's progress and next steps with them electronically and through daily discussions. This supports continuity in children's learning. Safeguarding is effective. The childminder and her assistants have a clear understanding of child protection issues. They recognise when children may be at risk and know how to protect them.

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

The childminder talks to parents and observes new children to find out what they can already do. She uses this information effectively to plan how to move them on to their next stage of learning. The childminder monitors children's progress continually to identify any gaps in their learning. The childminder and her assistants effectively support children's language skills. For example, they speak clearly to children, describing what they are doing and asking them questions. The childminder follows children's interests and allows them to lead much of their play. For instance, she joined children in the sand and discussed how much more sand they needed to fill the pots.

### Personal development, behaviour and welfare are good

Most childminding takes place in a log cabin in the childminder's garden. This provides a cosy space where a wide range of resources is easily accessible. Children play outside for much of the time and they benefit from the natural environment. They enjoy a wide range of experiences such as collecting freshly-laid eggs, relaxing in a hammock in the trees and climbing up and down the slope safely. They learn how to judge risks and keep safe such as not putting their fingers near the hens and not kicking large balls too hard. The childminder and her assistants each work with a group of children, building firm and affectionate bonds. Children are happy, settled and emotionally secure.

### Outcomes for children are good

Children are inquisitive and busy. They occupy themselves with things that interest them such as feeling cooked spaghetti and making pretend soup. Children develop good early literacy skills. For example, they freely draw, make marks and enjoy listening to stories. They have many opportunities to make decisions and experiment such as how to push a huge ball up the slope. Children make good progress from the start, ready for further learning and school.

## Setting details

<b>Unique reference number</b>	EY386148
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	1062241
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 May 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Ovingdean, in Brighton, East Sussex. She provides childcare, with two assistants, from 8am to 6pm on Monday to Friday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

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