

# Childminder report

<b>Inspection date</b>	21 March 2019
Previous inspection date	18 May 2016

<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 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 has positive partnerships with parents. They appreciate the warm, caring environment and the wide range of interesting activities provided. Parents are encouraged to contribute to their child's learning and progress records.
- When children start with the childminder, she works with parents to establish children's starting points. She then plans appropriate activities and makes detailed observations of children at play. The childminder identifies children's next steps and they make good progress.
- Children feel safe and secure in the setting and this helps to support their emotional well-being and self-confidence. Children behave well.
- The childminder has undertaken a range of professional development, for example how to teach letters and sounds to children, to ensure that her practice is up to date.
- The childminder does not always make the most of opportunities to develop children's understanding of mathematical language.
- Children lack opportunities to develop their understanding of the different cultures and traditions beyond their own immediate experience.

## What the setting needs to do to improve further

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

- provide more opportunities for children to understand that cultures beyond their own immediate experience are different to their own
- strengthen children's understanding and use of mathematical language.

### Inspection activities

- The inspector toured the premises, inside and outside, that are used for childminding activities.
- The inspector checked policies and procedures relating to the safety and welfare of children.
- The inspector spoke to children and viewed comments made by parents, and took these into consideration.
- The inspector observed the childminder interacting with children, inside and outside, and discussed her practice.
- The inspector viewed the records of children's learning and progress.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of the signs and symptoms that would indicate a child is at risk of abuse, including radicalisation. She knows the procedures to follow and the people to contact if she has any suspicions that a child may be at risk of harm. The childminder is committed to the continued improvement of her setting. For example, she has purchased additional resources to support young children's understanding of simple technology and has improved children's independent access to resources. Any children with special educational needs and/or disabilities receive appropriate support, including from external professionals if necessary. The childminder checks the progress of children, identifies where there are gaps in their learning and provides suitable activities to close those gaps.

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

Children exhibit an eagerness and attitude to learning. The childminder effectively supports their speaking and listening skills. For example, she repeats words and phrases back to children to support correct pronunciation. Children play imaginatively. For instance, they pretend to make dinner and speak to family members on the telephone. Children's musical skills are effectively developed. They voluntarily sing a range of songs and rhymes and are encouraged to use pitch and tempo. Outside, children are utterly absorbed in discovering the 'treasure' hidden in the sand. There are many opportunities for children to develop their early writing skills, for example using a range of implements to draw and to make patterns in modelling dough.

### Personal development, behaviour and welfare are good

Children confidently and freely explore their environment, independently selecting resources. They show good levels of concentration, choosing from the stimulating, age-appropriate activities. There are plenty of opportunities for children's physical development. For example, children use the ride-on toys outside in the fresh air and visit places of interest, such as soft-play centres. The childminder helps children to understand the importance of good manners, reminding them to say 'please' and 'thank you'. There are highly positive relationships between the children and the childminder, which help to support children's self-esteem and well-being. The childminder talks to the children about the benefits of healthy food, helping to support their understanding of healthy lifestyles.

### Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn to independently manage their own personal care. Children freely select books and enjoy looking at them, understanding that print moves from right to left.

## Setting details

<b>Unique reference number</b>	EY235442
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10062815
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	18 May 2016

The childminder registered in 2002 and lives in Seaford, East Sussex. She operates from 8am to 6pm Monday to Friday, all year round. The childminder holds a childcare qualification at level 3.

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