

Childminder report

Inspection date	26 March 2019
Previous inspection date	24 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 builds positive partnerships with parents. Parents appreciate the nurturing environment and the range of activities on offer. The childminder encourages parents to contribute to their child's learning and progress records. She provides resources for parents to support their child's learning at home.
- Children feel safe and secure in the setting and this helps to support their self-confidence. They interact well with each other and with the childminder. Relationships are positive and children behave well.
- The childminder is keen to improve her practice. For example, she has attended training focused on promoting children to eat healthily. This has helped her to support parents in providing nourishing lunch boxes.
- The childminder works effectively with parents to establish children's starting points and identify the next steps in their learning. She plans suitable activities to meet their learning needs and this helps to support children's good progress.
- Sometimes, the childminder does not give children sufficient time to reflect on their responses to her questions before she provides a solution.
- The childminder does not always make the most of all opportunities for children to observe and identify common mathematical shapes, both indoors and outside.

What the setting needs to do to improve further

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

- give children more time to reflect on their responses before providing solutions
- encourage and extend children's understanding of shapes, both indoors and outside.

Inspection activities

- The inspector viewed documents relating to the suitability of adults and the safety and safeguarding of children.
- The inspector observed the childminder interacting with children and discussed her practice.
- The inspector had a tour of the premises used for childminding activities, both inside and outside.
- The inspector viewed the records of children's learning and progress.
- The inspector spoke to children and viewed the written comments of parents, and took account of their views.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an appropriate policy and she understands the signs and symptoms to be aware of should she suspect that a child is at risk of harm. She knows the procedures to follow and the relevant agencies to contact, if she is concerned about a child's safety or welfare. The childminder reflects on her practice and adjusts it to ensure she meets the needs of the children in her care. For example, she has introduced more opportunities for children to experience, and play with natural materials. Children with special educational needs and/or disabilities receive appropriate support and, if necessary, are referred to external professionals. The childminder monitors the progress of children. She identifies where there are any potential gaps in their learning and plans appropriate activities to close any such gaps.

Quality of teaching, learning and assessment is good

The childminder effectively develops children's communication and language skills, including children who speak English as an additional language and their families. For example, she uses sign language, speaks clearly and repeats words and phrases back to children to encourage correct pronunciation. Children have good opportunities to develop their sensory skills. For example, they enjoy the feel of leaves and compare the different colours. The childminder provides good support for children's early writing skills. For instance, children make marks using chalks on large boards outside. Older children learn to write letters from their names. Children enjoy looking at books and this helps to support their early reading skills.

Personal development, behaviour and welfare are good

The childminder supports children's physical development well. For instance, they climb on age-appropriate climbing equipment and descend using the slide. Children develop accurate aiming skills as they kick a ball to the childminder. They benefit from walks into the countryside in the fresh air and this helps to support their understanding of the natural world. Children are helped to appreciate that there are different languages and traditions in the world. For example, they look at books in different languages, try fruits and vegetables from different countries and celebrate a range of festivals including Chinese New Year and many Christian festivals. The childminder supports children's understanding of how to keep safe. For instance, she explains that they need to wear shoes outside to prevent them from getting splinters in their feet.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn to be independent and to manage their own personal care. For example, they clean their own hands before eating and feed themselves. Children can freely and independently access their own activities and resources. They show age-appropriate levels of concentration. Children learn to share and to take turns.

Setting details

Unique reference number	EY264264
Local authority	East Sussex
Inspection number	10062818
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 June 2016

The childminder registered in 2003 and lives in St Leonards-on-Sea, East Sussex. She provides care Monday to Saturday from 7.30am to 7pm, for most of the year, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two years. She occasionally works with an assistant. The childminder holds a relevant childcare qualification at level 4.

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