

Childminder report

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| Inspection date | 28 May 2019 |
| Previous inspection date | 27 June 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

- Relationships between children and the childminder are warm and trusting and this helps to support children's self-confidence. They behave well and feel secure in the setting.
- Partnerships with parents are strong. Parents value the homely atmosphere and the regular contact they have with the childminder about their child's learning and progress. Parents say their children are happy and chat enthusiastically about the activities they have experienced.
- The childminder and parents work together to identify what children can and cannot do when they start at the setting. The childminder plans suitable activities to help to support children's progress. Children make good progress.
- Sometimes, the childminder misses opportunities to develop children's mathematical language, such as when comparing sizes of containers.
- Links between the childminder and other settings where there is shared care, including school, are positive. The childminder shares information about children's learning and progress and this helps to support a commonality of approach.
- The childminder does not consistently give children time to think about their responses to support their independent thinking skills.

What the setting needs to do to improve further

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

- develop children's understanding and use of mathematical vocabulary
- give children time to consider their responses to support their independent thinking skills.

Inspection activities

- The inspector viewed the parts of the premises used for childminding.
- The inspector observed the childminder interacting with children and discussed her practice.
- The inspector read the comments of parents, spoke to children and took their views into consideration.
- The inspector examined the policies and procedures relating to the safety of children and the management of behaviour.
- 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 clear understanding of the signs and symptoms that may indicate a child is at risk of harm, including radicalisation. She knows the procedures to follow and who to contact should she have any concerns. The childminder reflects on her practice. For example, she is part of a local group of early years practitioners, including teachers, who discuss different aspects of their role and share training. The childminder conducts daily risk assessments to ensure her premises are safe for children to use. Children with special educational needs and/or disabilities are referred to other professionals for appropriate support. The childminder checks the progress children are making and identifies any gaps in learning. Where such gaps occur, she takes appropriate action to close them.

Quality of teaching, learning and assessment is good

Children's communication and language skills are developed effectively. The childminder speaks clearly to children to help support accurate pronunciation. Children begin to develop early writing skills as they use coloured chalks to draw outside on the flags. They apply previous experiences to their learning. For example, they enjoy pushing trains around the track, making train noises. Children are fascinated when they observe that sand sticks to the plastic duck when it is wet, wash it off and repeat the process to see if it still sticks. Children have a range of opportunities to learn about people and communities that are different to their own. For instance, the childminder carefully explains why some people have wheelchairs or glasses. Children celebrate and compare customs from different cultures, such as the 'naming' ceremony and Christian baptism.

Personal development, behaviour and welfare are good

Children's physical well-being is promoted well. The childminder takes children for walks in the woods, to the park and to soft-play centres to help to support their physical development. Children steer the ride-on toys deftly at different speeds. Visits to local toddler groups and the mix between older and younger children in the setting help to promote children's social skills. For example, children of different ages sit together to eat and chat happily. Older children support the younger ones in the making of cakes and younger children delight in playing 'peek a boo' with their older friends. Children learn to take turns and to share.

Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn to be independent. For instance, they can feed themselves and begin to manage their personal care at appropriate stages of their development. Children learn to concentrate and enjoy singing and dancing games. They begin to develop an understanding of healthy lifestyles and the importance of exercise. Children enjoy looking at books and understand how to turn the pages.

Setting details

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| Unique reference number | EY268953 |
| Local authority | East Sussex |
| Inspection number | 10062819 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Date of previous inspection | 27 June 2016 |

The childminder registered in 2002. She lives in Seaford, East Sussex. She is available on each weekday throughout the year. The childminder is a qualified teacher. She is registered to provide funded places for three-year-old children.

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