

# Childminder report

<b>Inspection date</b>	22 May 2019
Previous inspection date	14 June 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

- Parents are pleased with the level of communication between themselves and the childminder. They value the homely atmosphere and make regular contributions to their child's learning records.
- The childminder has links with other settings where there is shared care, including schools. Information about children's daily needs, learning and progress are shared and this supports a consistency of care.
- Easily accessible resources help to support children's independence. Children behave well and feel safe.
- The childminder does not always develop and extend children's understanding of mathematical vocabulary and counting skills.
- Children's appreciation of the similarities and differences between their own and other cultures beyond their immediate experience is not always well developed.
- When children start with the childminder, she works with parents to assess their starting points. From then on, the childminder identifies their next steps and plans appropriate activities to help children make good progress.
- There are positive relationships between the childminder and the children in her care and this helps to support children's emotional well-being.

## What the setting needs to do to improve further

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

- develop and extend children's understanding of mathematical language and early counting skills
- provide more opportunities for children to learn to appreciate the similarities and differences between their own cultures and those beyond their immediate experiences.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector checked the documents pertaining to children's safety and well-being.
- The inspector read the comments made by parents, spoke to children and took their views into account.
- The inspector reviewed children's learning and progress records.
- The inspector observed the childminder interacting with children and discussed her practice.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows the signs that may indicate a child is at risk of abuse and who she should contact about her concerns. The childminder checks her premises daily to ensure that it is safe for children to use. She identifies improvements she can make to help to support children's learning. For example, she has recently bought new scooters to help support children's physical development. Children's progress is tracked, gaps in learning identified and suitable activities introduced to close those gaps. Children with special educational needs and/or disabilities are referred for support to external professionals.

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

Children confidently lead their own learning. For example, they choose the train track and demonstrate good concentration skills in making decisions about how to fix it together and determining where the bridges should go. Children develop skills of problem solving. For instance, children realise that the track will not fit in one direction and change it. Outside, they enthusiastically observe the vegetables they are growing. Children enjoy making marks and talk about the colours they use. The childminder supports children's communication and language skills effectively. For example, she repeats words and phrases back to help to support their accurate pronunciation of words. Children know how books work and they enjoy sharing favourite stories.

### Personal development, behaviour and welfare are good

Children choose a range of different games to play and this helps to support their understanding of turn taking and social skills. At mealtimes, children can undo their own packets of food and feed themselves. Children's physical development is supported effectively. For instance, they benefit from regular outings to the park to play on the equipment and ride on scooters in the fresh air. The childminder encourages children to be polite and courteous and this helps them to develop good manners. Children have a good understanding of the foods to eat to be healthy. For instance, they talk about the vegetables they grow helping to make them strong.

### Outcomes for children are good

Children are well prepared for the next stage of their education, including school. Children can manage their personal care routines independently. They develop early writing and reading skills. Children know how books work and enjoy listening to stories. Children can independently choose their own activities and resources.

## Setting details

<b>Unique reference number</b>	505715
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10062809
<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>	3 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	14 June 2016

The childminder registered in 1987. She lives in Eastbourne, East Sussex. The childminder provides care for children between 8am and 6pm each weekday during term time only. She is registered to provide funded care for three- and four-year-old children.

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