

# Childminder report

<b>Inspection date</b>	29 May 2019
Previous inspection date	10 March 2014

<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

- Children have positive relationships with the childminder and this helps to support their self-confidence. The childminder provides a welcoming learning environment and shows kindness to children. This helps children to feel safe and behave well.
- Parents are pleased with the level of care provided by the childminder and his ready availability to discuss their children's learning and progress. They comment that their children are happy in the setting.
- Sometimes, the childminder does not use all opportunities to develop children's understanding of mathematical vocabulary and relate it to their daily experiences.
- The childminder works with parents when their children start at the setting to establish what children can and cannot do. Using this information, he plans suitable activities to help children make good progress.
- Although the childminder skilfully questions children, at times he does not support them fully effectively to think things through and explain their ideas, to help extend their learning and develop independent thinking skills.
- The childminder engages with other settings where children's care is shared, including school. He shares information about learning, progress and daily needs, and this helps to ensure consistency of care.

## What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's use of mathematical language and link their understanding of mathematical concepts to their everyday lives
- provide further support for children to think about and share their ideas, to help to extend their learning and 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 his practice.
- The inspector reviewed documents relating to the safeguarding and behaviour management of children.
- The inspector examined the records of children's learning and progress.
- The inspector spoke to children, read the comments of parents, and took these into account.

#### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is secure in his understanding of how to keep children safe from harm. He knows the procedures to follow and the people to contact, if he has concerns about a child's safety or welfare. The childminder and his co-childminder are reflective about their practice. For example, new resources have been purchased to support children's physical development. The childminder is ambitious. For instance, he has attended training to improve his knowledge in how to support children with special educational needs and/or disabilities more effectively. Where necessary, he acts on the advice of external professionals to help him meet the needs of these children. The childminder makes daily checks of the premises to help ensure children's safety. Children are encouraged to understand risks. For instance, the childminder reminds children how to approach strange dogs. The childminder regularly checks the progress of children. Where he identifies gaps in learning, they are addressed with appropriate activities.

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

The childminder supports children's communication and language skills effectively. He encourages children to discuss their learning and speaks clearly to help young children learn how to articulate words and phrases. Children's early literacy skills are well developed. For instance, children draw maps and write the names of buildings on the bricks they use to build their town. The use of print in the environment and the wide range of books available help to support their early reading skills. The childminder supports effectively children's understanding that there are different cultures, foods and animals in other parts of the world. For instance, families who are representative of other cultures are encouraged to talk about their customs, tell stories and share foods. The childminder helps children to use technology to discover information about places beyond their immediate experience.

### Personal development, behaviour and welfare are good

Children develop their imaginations and lead their own learning well. For instance, they decide they want to find 'treasure' and enthusiastically explore the garden to locate the hidden items. The childminder supports children's physical development effectively. For example, children have opportunities to walk in the woods, climb and play on the ride-on toys outside in the fresh air. They understand how to play collaboratively, and older children invite younger ones to help to construct their houses. Children develop strong social skills. For example, they voluntarily share the blue bricks. The childminder introduces children to recycling effectively. For example, he talks to them about which bin different cartons go into.

### Outcomes for children are good

Children are well prepared for the next stage of their education, including school. They learn how to manage their own care routines. Children are independent. For example, they use a portable step to turn off lights and replace the step in its correct place. They understand established routines. For example, they know to take off their shoes and put them tidily on a shelf when they come inside.

## Setting details

<b>Unique reference number</b>	EY467072
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10068880
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	10 March 2014

The childminder registered in 2013 and lives in St Leonards-on-Sea. He works jointly alongside another childminder and between them they currently have six children on roll. The childminder receives funding to provide free early years education for children aged two, three and four years. He takes and collects children from local schools.

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