

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants work well as a team. They create a relaxed and inviting environment, reflecting children's interests. The children are happy and form close bonds with the childminder, her assistants and other children, which helps them to develop good social skills. Children understand humour and have fun. For example, the childminder's assistant laughs with the children about some funny glasses being worn. The childminder tackles gender stereotypes well. For example, children thoroughly enjoy dressing up in dresses and character costumes regardless of their gender. Children behave well. The childminder and her assistants promote the saying 'be nice, be kind', and they encourage children to play cooperatively.

The childminder and her assistants support children to be independent. Children learn to wash their hands before snack time and choose games they would like to play with. They demonstrate positive attitudes towards learning, for instance, as they spontaneously decide to play a game of I-spy. The childminder and her assistants plan interesting activities that stimulate children's curiosity. For instance, children are fascinated as they explore the effects of soap in water. Children have good opportunities to learn through trial and error. They develop a can-do attitude, for example, while using scissors to cut modelling dough.

What does the early years setting do well and what does it need to do better?

- The childminder is passionate about the quality of care she provides. She has developed a strong cohesive group of staff who have a common vision for providing good-quality education for children. Activities are planned well to support children's next steps and these are shared with parents. For example, the childminder completes daily diaries and has regular face-to-face conversations to discuss children's progress.
- The childminder keeps herself up to date with recent changes in legislation through working with the local early years adviser. The childminder understands the importance of working in partnership. She contacts staff in the nurseries that children attend and sends them welcome letters to start the sharing of information about children's individual needs.
- The childminder and her assistants develop strategies to support children who are learning English as an additional language. They learn words and phrases so that they can communicate with the children effectively. For instance they learn the word for 'orange' in Vietnamese to support children at snack time. As a result, children are well supported to make good progress from their starting points.
- Children enjoy regular trips out in the local community, where they are active, meet other people and learn about the world around them. For example,

children buy stamps at the local post office. This supports children to build confidence and make connections to real-life experiences.

- The childminder seeks opportunities to attend training courses. She passes on any new information to her assistants. For instance, the childminder has developed her knowledge of how to promote 'positive thinking' through recent mental health training. This supports children's well-being. However, the childminder does not always ensure that her assistants receive opportunities to build on their professional development, to continuously develop their skills and teaching.
- The childminder supports children with special educational needs and/or disabilities. She adapts the environment to cater for children's individual needs. This supports children to access the curriculum and be fully included.
- The childminder and her assistants support children's language development well. They talk with the children, develop their vocabulary and help them learn to pronounce words correctly. This supports the development of children's communication and language skills. However, the childminder and her assistants do not consistently give children time to think and respond to questions asked, to strengthen their development even further.
- Children listen intently to stories. The childminder and her assistants read with enthusiasm, altering their tone and pitch to bring the story alive. Children are supported to talk about what they see on the pages of the book. For instance, they quickly identify why a character in the story should not eat a sweet from off the floor. Children develop a positive attitude towards learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, who is the designated safeguarding lead, keeps her knowledge up to date by accessing safeguarding training. She is confident to act quickly in the event of a child protection issue. The childminder and her assistants are fully aware of the signs and symptoms of abuse and know what to do should they be concerned about a child's welfare. The childminder ensures that hazards are minimised and conducts risk assessments both at home and for outings. This helps her to ensure children's safety at all times while they are in her care.

What does the setting need to do to improve?

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

- allow children more time to process their own ideas, thoughts and skills, to strengthen their development even further
- develop a focused programme of training to support ongoing professional development, to raise the quality of teaching to the highest level, particularly for the assistants.

Setting details

Unique reference number	108844
Local authority	East Sussex
Inspection number	10108397
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 5
Total number of places	7
Number of children on roll	10
Date of previous inspection	6 October 2014

Information about this early years setting

The childminder registered in 2000 and lives in Eastbourne, East Sussex. She operates all year round, Monday to Friday from 8am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She regularly works with two assistants.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistants to find out about their safeguarding knowledge and childcare practices.
- The childminder explained how she plans for children's learning and the experiences she wants to provide for them.
- The inspector took account of the views of parents from written feedback.
- The inspector sampled statutory documentation during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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