

Childminder report

Inspection date: 9 January 2020

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

Children are happy and settled and develop good foundations for their future learning. They show great interest, curiosity and fascination for the world around them. The childminder plans her curriculum carefully to offer children plenty of opportunities to learn outside and in the natural environment. Children demonstrate high levels of confidence for their age. Younger children benefit greatly from playing and working alongside older children. For example, older children show younger, or less confident children, how to do things and the respect between all children is very clear to see.

There is a very happy, busy and purposeful atmosphere where all children behave well. Children are highly motivated to find things out and develop their knowledge and skills. The high-quality teaching means all children, irrespective of their age and ability, make good progress in their learning and development.

The childminder and her assistants work hard to make sure every child achieves well. They monitor children's learning carefully and plan activities they know will interest children and help them to make good progress. When some children need extra help in their learning, the childminder acts quickly and arranges relevant support. This means teaching is always planned carefully to take account of every child's learning needs.

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

- The childminder continually reflects on her practice and works hard to deliver the best possible early education for children. She regularly updates her knowledge through professional development to make sure she delivers good-quality provision.
- Parents are fully involved in their children's learning and development. They praise the work and dedication of the childminder and show how much respect they have for her in their positive feedback. Some parents described the provision as 'amazing' and 'a real gem'. Another parent reflected that the setting had provided their child with an 'incredible, heart-warming and blessed start to life'.
- The childminder works closely with local schools children move on to. She meets with teachers regularly and shares a wealth of information about children's learning and development needs. The close working arrangements with parents and strong links with feeder schools mean children move on to school easily and are ready to continue their learning.
- Children behave well. They play and work together harmoniously and share their ideas. For example, on the day of inspection, a group of children excitedly used spoons and their hands to create a river in the sandpit. They discussed their

ideas together and worked together, trying different ways of making the river flow. Younger children in particular gained well from the confidence and direction shown by the older children.

- Children's language and communication skills develop well. The childminder communicates with children continuously, either verbally or through songs and rhymes, and children are very receptive to this. They demonstrate their vast vocabulary as they confidently engage in conversation with adults and their friends.
- Good provision is in place to support children's physical development. They handle a range of tools and resources to develop their dexterity and coordination. For example, children use wool and twigs for 'finger knitting'. They thread needles and successfully sew buttons on felt bags they make themselves. Children pour drinks and use cutlery with real skill as part of cookery activities, and at snack time and mealtimes.
- The extensive time children spend outside contributes greatly towards their health and well-being. They are dressed appropriately and the childminder ensures each child is always kept warm and dry. Good attention is given towards ensuring children wash hands before cookery activities and mealtimes and relevant action is taken to prevent the spread of infection and germs. This means children stay healthy and learn about the importance of good personal care routines.
- Although the childminder is a skilful and well-qualified teacher, not all her assistants yet share this same level of expertise. However, the childminder is fully aware of this and a full programme of professional development is in place to ensure each assistant's practice develops to match that of the childminder.

Safeguarding

The arrangements for safeguarding are effective.

Children develop a real understanding of safety as they learn to experiment and explore as part of their play. For example, children fully understand how to use tools skilfully, such as knives for craft activities. They climb trees with confidence as the childminder and her assistant supervise this well and help children to recognise potential risks. The childminder and her assistants have a good understanding of their role in keeping children safe. They have completed relevant training in safeguarding and are confident in knowing what to do if they had concerns about a child's welfare.

What does the setting need to do to improve?

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

- continue to develop the role of the assistants to ensure that teaching and practice are consistently of high quality.

Setting details

Unique reference number	EY461417
Local authority	East Sussex
Inspection number	10062838
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 to 6
Total number of places	12
Number of children on roll	13
Date of previous inspection	6 June 2016

Information about this early years setting

The childminder has been registered since 2013. She operates her childminding provision, known locally as 'Robin's Nest Early Years Setting', from within the grounds of Emerson College, in Forest Row, East Sussex. The childminder works with two assistants and follows the Waldorf Steiner principles of education. She offers sessions on Monday, Tuesday, Wednesday and Thursday from 9am to 1pm, term time only. The childminder is a qualified kindergarten teacher.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the quality of teaching during activities taking place inside and outside.
- The childminder spoke with the inspector at convenient times during the inspection and discussed how she plans the learning environment and monitors the progress children make.
- Parents provided written feedback for the inspector and many parents spoke with the inspector at the end of the morning session to share their views on the quality of provision.
- Children talked to the inspector about what they were learning and what they liked doing within the setting.
- Some documentation was looked at, including confirmation of the childminder's training, the suitability checks for her assistants and planning records.

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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