

Childminder report

Inspection date: 21 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. The inviting environment supports the seven areas of learning and sparks children to self-select activities and follow their own emerging interests. As they do, they show extensive focus and curiosity. For instance, children persist and show high levels of concentration as they enjoy a threading activity. Children beam with delight as they succeed. The childminder recognises this and praises what children have achieved or are working hard to master. This successfully encourages children to keep trying and positively builds their self-esteem.

The childminder uses her observations to identify what children need to learn next and plans activities based on their interests. This contributes to the good progress all children are making. The childminder's good teaching highly motivates children to remain involved, determined and engaged in all activities. She adapts the pitch and tone in her voice which brings activities alive and excites children to learn.

The childminder and children have lovely relationships with each other. Children are supported to develop friendships and learn to play collaboratively together as the childminder models this through her interactions with the children. Children have delightful social skills and are exceptionally kind and courteous.

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

- The childminder sensitively follows the children's lead, drawing on her good knowledge of the areas of learning to develop children's learning. For instance, the childminder redirects a counting activity so that children start to develop their understanding of quantity.
- Children love stories and listen intently as the childminder reads to them. The childminder adapts her voice to emphasise words and portray their meaning. As children are read to, they squeal and giggle with excitement as they enjoy pointing out and naming things they see in images. The childminder supports the children's communication skills well as they engage in conversation. Although the childminder's teaching is strong, she does not consistently recognise opportunities that arise for children to think critically, to build on their knowledge and skills to a higher level.
- The childminder and co-childminder work together to discuss children's progress. They work well in partnership with parents and give regular feedback at drop-off and collection times regarding children's development. This develops a collaborative approach to meeting children's individual needs.
- The childminder is a very positive role model and is calm and caring, and in turn, children develop really positive attitudes. The childminder supports children to understand their feelings and emotions and consistently instils the importance of

sharing and taking turns. Children do this effortlessly. As a result, behaviour is excellent and children are very empathetic.

- The keen childminder and co-childminder have shared values and ambitions to enhance the service they provide. For instance, they are seeking opportunities to provide open-ended resources and natural play materials to further enrich the curriculum and offer more opportunities to challenge children's thinking.
- The outdoor environment is enticing. Children enjoy an abundance of fresh air at all times of year. They make good use of the artificial grass the childminder has installed. Children develop their large movements as they ride along on a range of different ride-on toys and coordinate their limbs to climb through tunnels. Furthermore, children enjoy a range of trips out. For example, they learn about the world around them as they collect leaves and make beautiful wreaths.
- The childminder is committed to her role and understands the importance of professional development. She is aware of how she can access training in the local area to further enhance her practice. However, she does not reflect as closely as possible on her professional development to help target opportunities that contribute to raising the already strong quality of teaching even further.
- The childminder recognises the importance of challenging stereotypical comments and attitude, and provides a fully inclusive service. For instance, regardless of their gender, children enjoy putting on dresses as they role play, and listen with interest to stories about different cultures. The childminder teaches children effectively to accept and respect the differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs and symptoms which may indicate a child is at risk of harm. She knows the procedures for reporting such concerns. The childminder uses her local safeguarding partners and their local multi-agency safeguarding arrangements website to keep abreast of changes to safeguarding policies. This keeps her knowledge up to date throughout the year. The childminder provides a safe environment for children to play, within her home and when out on trips. The childminder teaches children how to keep themselves safe online.

What does the setting need to do to improve?

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

- sharpen opportunities for children to think more critically, to build on what they already know and can do
- enhance skills and expert knowledge through a more focused programme of professional development.

Setting details

Unique reference number	EY357390
Local authority	East Sussex
Inspection number	10136502
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 2007. She lives in Heathfield, East Sussex. The childminder works jointly with her husband who is also a registered childminder. The childminder offers care from 8am to 6pm on Monday to Friday, all year round, excluding bank and family holidays.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Discussions were held with the childminder and testimonials provided by parents were taken into consideration.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the childminder.
- The inspector spoke to children during the inspection.
- The childminder and inspector discussed how the early years provision was organised and how the childminder plans the curriculum and experiences for children.

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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