

Childminder report

Inspection date: 3 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate an immense sense of belonging that enables them to feel extremely secure. They take charge of their experiences with huge confidence and high levels of independence. Children of all ages know exactly where the resources are stored and access them with ease before becoming engrossed in play. For example, toddlers challenge themselves to complete puzzles that make them think but are achievable. They concentrate hard, finding clues in the pictures to work out where the pieces go, and demonstrate a strong sense of pride when they finish. Older children set up a shop and engage in play with their peers, demonstrating their excellent social skills.

The childminder has an extensive understanding of each child and how they learn. She uses this with exceptional skill to continue to develop and extend children's learning, even when they are already meeting the typical outcomes for their ages. The childminder uses her exemplary teaching skills to find out about their thought processes. She uses this information incisively to help her understand how to help children develop further. For instance, children eagerly and eloquently share their predictions of what will happen when they mix different coloured paints together and explain that clues in the room helped them to guess the result.

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

- The childminder works with a co-minder and assistants to create an extremely welcoming atmosphere. Children learn about fairness and strive to make sure that everyone around them is happy. When enjoying running races they realise that taller children have an advantage and decide to give the smaller children a head start. The childminder follows wonderfully positive behaviour management strategies through which she empowers children to make good choices. For example, when children crash into things on bicycles, the childminder encourages them to think about the possible outcomes and leaves the decision of what to do next to the children.
- The childminder uses her excellent understanding of how children learn to provide experiences that help to lay the foundations for their future learning. For instance, she offers children fantastic opportunities to develop an understanding of how sounds join together to make words. Younger children listen with fascination to the sounds they can hear in the garden and think about what they might be. Older children learn about how words are formed. They tap sticks together to mark the different syllables in words, developing both their speech and literacy skills in a fun way.
- The childminder provides a fully inclusive setting where children with special educational needs and/or disabilities (SEND) enjoy the same fun activities as their peers, with clever adaptations to ensure they benefit fully. For example,

the childminder consistently uses non-verbal communication systems to help less verbal children to understand and communicate equally. She works in extremely close partnership with other providers to ensure that she understands fully how to provide the best possible opportunities for children to meet their full potential. As a result, children with SEND make great progress from their starting points. The childminder develops her own knowledge and skills to ensure she has a deep understanding of individual children's needs. She has recently taken incisive action to learn sign language and is now working to embed this in all aspects of practice.

- The childminder ensures that the exceedingly high standards of care and education she provides are equalled by her co-minder and her assistants. They all complement each other brilliantly, ensuring that children benefit from their individual skills and areas of expertise. They reflect incisively on practice throughout the day, for example, they work out how to challenge particularly able children even further. The childminder manages the performance of her assistants with great skill, and provides meaningful guidance and training to enhance their practice. For example, one assistant has greatly improved her questioning skills following the childminder's guidance.
- The childminder works in incredibly close partnership with parents. She understands children's home lives precisely and builds on this information to ensure consistency and to widen children's experiences. She involves parents extensively in children's learning and takes time to understand completely how they can support children's progress at home. For example, she teaches parents how to help children develop their mouth muscles in order to pronounce words clearly. Parents feel deeply supported by the childminder and celebrate the huge role she has in helping them to promote children's personal development. For example, she provides excellent support to help them form effective sleep routines or to encourage potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder puts the welfare of children and parents at the centre of everything she does. She ensures strong relationships with parents and acts as an emotional support to them if they need it. She empowers children to learn how to keep themselves safe and healthy, for example, she teaches them that they should have privacy when using the bathroom. The childminder has an extremely strong understanding of how to recognise when children's welfare is at risk. She knows exactly what to do if she has a concern. The childminder ensures that her assistants share this knowledge and can themselves ensure children's safety to an equally high level.

Setting details

Unique reference number	505737
Local authority	East Sussex
Inspection number	10136319
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2000. She lives in Uckfield. The childminder provides care Monday to Thursday in term time from 7am to 6pm and Monday to Friday in school holidays. The childminder holds qualified teacher status. She receives funding to provide free early years education for children aged two, three and four years. The childminder works alongside another registered childminder and has two assistants.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder's co-minder guided the inspector on a learning walk of the setting. She discussed their ethos and how they implement this.
- The inspector observed children and talked to the childminder about the progress they have made from their starting points.
- Parents shared their views with the inspector through written references.
- The inspector checked that statutory documentation is in place.
- The childminder discussed with the inspector her evaluation of an activity that the inspector observed.

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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