

Childminder report

Inspection date: 5 April 2022

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 in the childminder's home. They have good relationships with the childminder, who is warm and caring towards them. The childminder has kept in close contact with children throughout the COVID-19 pandemic, especially during periods when they were unable to attend. This helped them return to the setting confidently and settle back in quickly.

Children rapidly grow in confidence and become more independent. Young children happily get cutlery out of the cupboard at snack time and put their empty cups in the dishwasher. The childminder offers children gentle guidance and praise, which supports them to behave well. They learn to wait patiently for their turn in a game and to ask politely if they would like their friend to share a toy.

The childminder has high expectations of what all children can achieve. Children develop good language skills and are eager to join in conversations. The childminder repeats and adds new words, to help children build sentences and expand their vocabulary. Children practise their maths skills when they count as they play or take part in a number walk. Older children are eager to pretend to be in a classroom and put their hand up if they want to ask a question. They are well-prepared for their future learning and for starting school.

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

- The childminder observes children and accurately identifies what they need to learn next. She ensures that activities build on what children already know and responds to their interests. She recognises when something has become too easy, such as a puzzle, and gives children the opportunity to try one that is more complex. This helps children make good progress in their learning.
- The childminder encourages children's interest in books. She changes her tone of voice to capture children's attention when she reads stories. Children are excited to play the 'song tin' game and choose a song to sing. They listen and follow instructions well, joining in with the words and actions.
- Children enjoy exploring outdoors. They have great fun on walks in the woods or a trip to the beach. The childminder takes resources with her so children can experiment by painting with puddle water or collect interesting minibeasts in a jar. This helps children to find out about and value the natural world.
- Children develop strong social skills. They are kind to each other and take turns well. They have some opportunities to learn about the similarities and differences between themselves and others, such as through stories. However, the childminder has not fully developed opportunities for children to learn about people and communities outside of their own experience.
- Children learn about healthy lifestyles and simple good hygiene routines. The

childminder shows young children how to wash their hands thoroughly and they become confident to try on their own. She talks to them about food that is good or bad for their bodies and their teeth. Children enjoy pretending to brush their teeth during a song, practising skills they can use at home.

- There are strong partnerships with parents. The childminder keeps them well-informed through daily conversations and a useful communication book. She includes information about children's progress and next steps and offers suggestions to help parents support their children at home. This helps to ensure that parents are fully involved in their children's learning.
- The childminder reflects on what she does and is motivated to provide a good-quality service. She completes mandatory training and makes use of some professional development opportunities, such as webinars. However, she does not precisely target key areas for her own development, to help raise teaching and learning to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility towards the children in her care. She knows how to recognise possible signs of abuse and how to report any concerns. She is aware of issues such as online safety and offers advice to children and their parents where needed. The childminder checks her home thoroughly to ensure that she identifies and removes any potential hazards. This helps children to play safely. The childminder supervises children closely at all times.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about people and communities outside of their immediate experience
- focus training more precisely on developing teaching skills, to help raise the quality of the provision further and provide even more challenge for children.

Setting details

Unique reference number	EY463758
Local authority	East Sussex
Inspection number	10228829
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Bexhill-on-Sea, East Sussex. The childminder offers care from 8am to 5pm on Tuesday to Friday, all year round. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting with the inspector by email.
- The childminder provided the inspector with a sample of key documents on request.

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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