

Childminder report

Inspection date: 11 May 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 form close friendships with their peers and with the fun, friendly childminder. They delight in playing together imaginatively, pretending to talk to each other on the phone. Children are kind and caring towards each other. They take turns with resources. Children develop an excellent understanding of the world around them. They visit the childminder's allotment area where they plant seeds and use small watering cans to help the seeds grow. Children learn new words such as 'chitting' and they use them correctly to describe the process of a potato growing sprouts. When the childminder finds a caterpillar among the grass, this sparks conversation about the lifecycle of butterflies.

Children benefit from the range of challenging learning experiences available to them. They make good progress in all areas of learning. During their play, the childminder supports children to learn to recognise numbers, count and begin to add. For example, children use tweezers to count out the number of beans on the corresponding wooden disc. They work hard and persevere to squeeze the tweezers with one hand, carefully placing the beans in the flower pot one at a time. This helps children to develop the fine motor skills they need for early writing.

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

- The childminder has effective systems in place to monitor children's progress. She identifies their next steps and uses them to plan a well-sequenced curriculum. The childminder observes children's play and enhances their learning through her interactions, ensuring she provides challenge. For example, as children ride on toys in the garden, the childminder adds in cones for them to weave around. She extends the game further by giving children points and asking them to record their points on the wall.
- Parents are full of praise for the childminder. They are very happy with the progress their children are making. They talk fondly about the wide range of experiences that she provides to the children, such as taking them to local parks, farms and aquariums. The childminder keeps parents informed of how children are developing and how they can support them at home.
- The childminder has established good links with other early years settings that children attend and the local primary school. She works in partnership with other professionals to provide a collaborative approach to children's education. For example, she shares children's next steps with local pre-schools that children attend, so that they are well supported in both settings.
- The childminder prides herself on the care she gives to children. She reviews and adapts the environment regularly to respond to the needs of the children. The childminder ensures her mandatory training is kept up to date. However,

she does not identify areas where additional training and professional development would be beneficial to extend her knowledge and raise her teaching to an even higher level.

- Children show high levels of concentration and perseverance. When children say they cannot do something or need help, the childminder encourages them to problem-solve for themselves. For example, she urges children to experiment with different techniques to make the watering can fit under the water butt. She gives children lots of praise for their achievements and for trying hard.
- The childminder helps children to develop their social skills. She works closely with other local childminders, helping children to build friendships in the local community. She consistently reinforces good manners and encourages children to ask for things politely.
- Children love to listen to stories. They develop a love of reading. The childminder incorporates storytelling as part of the daily routine. Children sit down before lunch on the comfy beanbag and listen intently to well-known stories, such as 'Jack and the Beanstalk'. The childminder tests children's understanding of the story by asking appropriate questions. She talks to the children about what they see in the pictures, helping to build their communication and language skills.
- The childminder promotes children's physical development well. She encourages children to use the toilet independently and put on their own coat and shoes. Children learn to clear the table before and after meals. The childminder talks to children about the importance of washing their hands and healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in recognising the signs that a child is at risk of further harm. She knows the local safeguarding procedures to follow to raise a concern about a child. The childminder ensures she keeps her safeguarding training up to date. She is confident in her knowledge of wider safeguarding issues, such as domestic abuse and female genital mutilation. The childminder ensures close supervision of the children at all times. She has procedures in place to help her keep children safe, such as reminding children to stop and wait at the gate before they go into the garden area. The childminder teaches children about online safety.

What does the setting need to do to improve?

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

- identify and seek out training and professional development opportunities to raise the already good quality of teaching to the highest level.

Setting details

Unique reference number	EY458846
Local authority	East Sussex
Inspection number	10228783
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	5
Number of children on roll	16
Date of previous inspection	30 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in East Hoathly, East Sussex. She offers care from 7.30am to 6.30pm on Monday to Friday, all year round. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jade Orosz

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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation 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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