

Childminder report

Inspection date: 13 September 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 have lovely relationships with the childminder. She provides a home-from-home environment where she enables children to thrive and flourish. Children settle well in her care and delight in inviting her to join in their play and activities. For example, they ask her to work with the glue on the leaves to their hedgehog pictures, relishing in the interactions. Children develop a keen interest in nature. They learn to look after animals, such as foxes and hedgehogs, providing food, water and shelter. This helps children to develop a good awareness of caring for other living things.

Children have clear small-muscle skills and good dexterity. They pour the fruit into the blender and slice and add the banana to make their smoothies. Children count the pieces as they pop them in and then ably help to clear up. This enhances their awareness of healthy eating and mathematical development. Children follow instructions well and understand routines. For example, they move the step-stool to where they need it in order to carry out their chosen task, revelling in their interest at washing up. When returning from outdoor play, they know to remove their shoes and coat and put them away. This helps them to develop good levels of independence and confidence.

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

- Overall, the childminder recognises what children know, understand and can do. However, her assessments of their levels of development are sometimes not fully effective in precisely aiding her to make sure they prioritise what children need to learn next. This means that she does not always securely identify some gaps in children's learning.
- The childminder effectively manages children's behaviour and supports their understanding of the impact of their actions. Children explore their feelings and how others feel. The childminder uses her face to replicate emotions, such as a sad, happy, tired or anxious face.
- The childminder plans her home environment effectively to enable children to freely take the lead in their play and learning. However, the planning for adult-led activities does not always focus fully on what children need to learn next. This does not further support children to make even greater developmental progress.
- Children show clear mathematical skills, such as when they count objects up to ten. They also stack blocks to make tall towers, learning about height. Children learn about using money to buy things. They thoroughly enjoy using the till to take the money and give change.
- Children spend large amounts of time outdoors, enjoying the countryside of the local community. They learn about the weather and changing seasons when

they splash in the puddles and pick blackberries in the autumn. They also visit places of interest, such as local beaches, play areas and woodlands.

- Children have good physical skills and show good large-muscle development. They take enormous delight in playing football in the garden, giggling with anticipation as the childminder kicks the ball back to them.
- Children enjoy a wealth of creative activities, such as making pictures from the leaves they collect. They make paintings which the childminder displays, enhancing the children's sense of achievement. This enables them to learn about different media and to explore their senses.
- Partnerships with parents are good. Parents report positively about their children's development being full supportive, about the inclusive environment, and about the childminder being nurturing and kind. They comment that they 'trust her implicitly with my children'.
- The childminder uses online resources to gather information about current childcare practice and to update her knowledge. She also has a network of childminders who she works with to share good practice.
- The childminder builds on opportunities for children to learn more about cultures and communities within and beyond their own experiences. For example, she uses celebrations from around the world to enhance children's awareness of the wider world. Children learn about English history through various outings, such as to local castles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in child protection and the wider aspects of safeguarding. She knows how to refer any concerns she may have about a child and family in her care. The childminder has a good awareness of differing cultural practices and how to take preventative action. The childminder risk assesses her home effectively to minimise any hazards so that children remain safe in her care. Children learn about their own personal safety. For example, they understand how to negotiate steps safely in the garden and how to use equipment, such as step stools, with care and skill.

What does the setting need to do to improve?

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

- strengthen assessments of children's current stages of development to make sure they reflect children's abilities and help to address gaps in learning
- focus the planning of activities even more effectively on what children need to learn next.

Setting details

Unique reference number	505681
Local authority	East Sussex
Inspection number	10214089
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 1998. She lives in Bexhill, East Sussex. The childminder offers care Monday to Friday, throughout the year.

Information about this inspection

Inspector

Helen Penticost

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 her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parent's views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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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