

Childminder report

Inspection date: 11 October 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

All children are confident and happy. Even the newest children are settled in the welcoming and inviting learning environment. Children are independent. They choose their own activities. For example, they access outdoors to play with confidence. Children are excited to join in with the interesting activities that the childminder carefully plans for them. For instance, children who are interested in vehicles go on to visit the harbour to look at the different boats and ride the train at the miniature railway. Children enjoy making patterns in interesting ways, including exploring paint using cotton wool on the end of pegs.

Children are polite. For example, they say 'please' and 'thank you' with minimal reminders. Children learn about the importance of healthy eating. They enjoy growing their own healthy produce to pick, clean and eat at snack time, including onions, peppers and raspberries. Children have good opportunities to develop their physical skills and learn to move in different ways. For instance, they confidently climb and balance on challenging resources, including cargo nets and ladders. Children enjoy interesting activities, such as tubing, where they slide down slopes in inflatable rings.

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

- The childminder gets to know children, including their individual personalities, well. She establishes a secure and trusting relationship with them. Children have a good sense of belonging and high self-esteem. For example, they beam with pride as they show the childminder their achievements, such as their art creations.
- The childminder has a good understanding of all areas of learning. She includes children's ideas in the activity plans. She knows what they like and dislike. This helps her to plan experiences that she knows will keep children interested to learn. All children show a positive attitude towards their learning. Therefore, they remain motivated and make good progress.
- Overall, children behave well. The childminder supports them to develop good social skills, such as encouraging them to listen to each other. The childminder recognises and praises good behaviour. She intervenes when needed to help children share and take turns. However, she does not use these opportunities to further help children to understand how they can regulate their own behaviour.
- The childminder works hard to ensure that her home is hygienic and safe, and overall, she succeeds in doing this. However, she does not consistently make good use of routine times to help children to further understand why and how to wash their hands.
- The childminder provides children with good opportunities to learn about other people outside of their own communities and experiences. This includes other

cultures. For example, the childminder talks to children about traditional dress from around the world, such as Indian saris.

- The childminder builds and maintains positive relationships with parents. She communicates with them daily and keeps them fully involved in and informed about their children's learning and achievements. She routinely shares useful activity ideas with parents to help them support their children's learning at home. These include games to support children's physical development.
- The childminder evaluates her practice effectively. She reflects daily on how much children have enjoyed their day. The childminder regularly meets up with other childminders. She encourages them to observe her interact with children and share any helpful feedback. The childminder uses her findings to support her future practice.
- The childminder is proactive in ensuring that she keeps up to date and builds on her already good skills and knowledge. She regularly attends beneficial training. For example, she has recently learned about the different ways that she can communicate with children, including using sign language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding and child protection. She knows what may cause a concern regarding radicalisation and extremism. She knows who to contact to seek advice and how to follow up and raise any potential issues. The childminder completes thorough risk assessments to minimise any risk of injuries to children. She knows how to manage and deal with any injuries swiftly if they occur. Children learn how to keep themselves and others safe. For example, they talk about how to cross the road safely and remind each other that they must wait for the green man.

What does the setting need to do to improve?

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

- build on children's opportunities to further understand and consistently follow good hygiene routines
- support children to develop skills to begin to moderate their own behaviour.

Setting details

Unique reference number	EY462748
Local authority	East Sussex
Inspection number	10228823
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 November 2016

Information about this early years setting

The childminder registered in 2013. She is located in Eastbourne, East Sussex. She cares for children from Monday to Friday, from 8am to 5pm, all year around. The childminder receives funding to provide free early education for children aged two and three years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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