

# Childminder report

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Inspection date:

7 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive smiling and easily separate from their parents. They are excited to begin their day in the childminder's care. The childminder provides a safe and welcoming environment which helps to create warm bonds with the children. Children behave very well. They say 'please' and 'thank you' and are kind and courteous to the childminder and their peers. Older children help to nurture younger children. For example, they collaboratively involve them in their play, and they kindly hand out-of-reach toys to them.

The childminder has high expectations for children and encourages them to keep on trying. For example, very young children who are learning to walk are encouraged to take independent steps under the watchful eye of the childminder. Children beam with delight as they are praised for 'giving it a go'. Older children are challenged to build a high tower with toy blocks and then count them; 'five, four, three, two, one, zoom! I am going to the moon!' children shout, as they use their imagination and pretend the tower is a rocket ship.

The childminder has a good knowledge of children's starting points and effectively builds her curriculum around children's prior knowledge. As a result, their learning is sequenced, and they progress well from their individual starting points.

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

- Children benefit daily from fresh air and physical exercise. For example, they visit local woodland, shops, parks and the nearby beach. As a result, children gain strong experience of the community around them. Parents mention that their children look forward to their daily trips.
- The childminder provides opportunities for children of all ages to learn and develop independence. Children feed themselves, tidy away the toys that they have been playing with and use the toilet and wash their hands independently.
- The childminder provides an environment which is rich in language. She provides a narrative for the younger children when they are playing with dough. However, during conversations with children, the childminder has a tendency not to wait for a response from the younger children. This does not always give them enough time to process their own thoughts.
- Parents speak very highly of the care and education that the childminder provides. They comment that the childminder provides a 'home from home' environment, and that she has played an important role in supporting the development of children's language, confidence and independence.
- Children of all ages engage in nursery rhymes as the childminder sings with them. They shake tambourines, beat drums and sing 'Incy Wincy Spider'. Older children know the rhymes well and the childminder uses this type of repetition to

support new language. However, during these times, younger children do not always get the same attention that older children receive, and as a result their attempts at communication can go unnoticed.

- The childminder works with outside agencies, such as, speech and language therapists and paediatricians. She listens to their advice and implements strategies to make sure that children get the help that they need to make good progress in their development.
- The skilful childminder uses children's free-play opportunities to extend their learning. For example, when the children are crawling through tunnels, she discusses positional and mathematical language. The children then use words such as 'bigger', 'longer', 'inside' and 'on top', as they continue to play with their friends.
- Children have a strong awareness of the world around them. The childminder follows children's current interests and fascinations. For example, children tell the inspector that 'The Eiffel Tower is in Paris, France', and that 'A huge ship, called The Titanic was hit by an iceberg'. The childminder uses topics such as these to plan activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a sound understanding of how to protect children and keep them safe. She understands her duty to report any child protection concerns. The childminder follows the correct procedures to ensure that others living on the premises are safe to be around children. She has an awareness of the signs and symptoms of those who are at risk from radicalisation, and what to do if there was an allegation made against her. The childminder makes sure that her home and garden are free from hazards so that children can play, eat and sleep safely.

## What does the setting need to do to improve?

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

- ensure that those children with less speech receive as much attention and support to develop their language as others
- give children enough time to process their thoughts when responding to questions.

## Setting details

<b>Unique reference number</b>	EY299794
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10263859
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	15 May 2017

## Information about this early years setting

The childminder registered in 2004. She lives in Peacehaven, East Sussex. The childminder has a relevant qualification at level 3. She offers flexible care from 7.45 am to 6pm, Monday to Friday, all year round. The childminder receives funding for the provision of early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tina Lambert

### Inspection activities

- This was the first routine inspection the childminder 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 setting.
- The inspector carried out an observation of an activity that the childminder had planned for the children.
- The inspector observed and assessed the quality of interactions between children and the childminder.
- The inspector considered the written views from parents and also spoke to them on the day of the inspection.
- The childminder showed the inspector areas of her home where children eat, sleep and play.
- The inspector looked at a range of documentation including a paediatric first-aid certificate and suitability checks on others living on the premises.

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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