

Childminder report

Inspection date: 8 February 2023

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 arrive happily and receive a warm welcome. They go with the childminder and her assistants to take older children to school. Children know where to hang their coats when they return to the setting. They take their shoes off and put them in the shoe box before choosing where they want to play. Children have access to a range of resources in the designated play area within the childminder's home.

Children enjoy decorating jars and making them into vases. They choose flowers to put into their vases and fill them with water to keep the flowers fresh. Older children are reminded how to use scissors safely when cutting the stems off their flowers. Children talk about their family and who they might give their vase to.

Outside, children play well together in the childminder's secure garden. They knock on the door to the playhouse as they role play and wait to be invited in. Younger children are helped to climb up the steps to the slide and supported to take turns coming down. Older children work together to fill up different containers with bird seed. They talk about where would be best to place the containers so the birds can find them.

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

- The childminder has built up a strong network with other local childminders. She is a member of a local church community and runs a weekly toddler group there. The childminder makes sure she keeps her training and knowledge up to date. She has applied to be a childminding mentor to enable her to support other local childminders.
- The childminder works with two assistants each day. She provides regular supervision and identifies any training needs. The childminder's assistants report that they feel well supported and kept informed on any changes. For example, they attend regular staff meetings where they to share information.
- The childminder and her assistants understand the curriculum intent. They have a well-organised system to ensure all children have access to the curriculum despite the days of the week they may attend. For example, planned activities are revisited throughout the week. Children's progress is monitored regularly and activities are planned to support any gaps identified in children's learning.
- Children with special educational needs and/or disabilities (SEND) are supported very well. The childminder has a wealth of experience in working with children with SEND. She works with other professionals and ensures timely referrals are made to external agencies. The childminder uses funding available to support individual children and shares strategies with parents to support their children at home. As a result, parents report they feel well informed.
- Parents know who their child's key person is and are aware of the progress their

children are making. They report that they feel well supported by the childminder and are happy with the care their children receive.

- Younger children and babies happily play alongside older children. They watch others and are encouraged to join in group activities. However, at times, activities are not always adapted to meet the development stage of younger children. This has an impact on how much babies and younger children benefit from the activities.
- Children are supported to be independent. For example, they pour their own drinks and help to peel and cut up fruit for snack time. Children's speech is encouraged at mealtimes. For instance, adults use visual aids to help children choose what they want to eat. They repeat words back to children and use basic sign language to promote children's communication development.
- Children behave well and are learning to take turns. For example, they are encouraged to wait for their name to be called before choosing a soft toy bumble bee. The childminder introduces mathematical language such small, medium and large.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities as the designated lead for safeguarding. She knows where to report any concerns about a child's welfare. The childminder knows the procedure to follow if an allegation is made against an adult working with children or a household member. The childminder and her assistants have up-to-date safeguarding training. They all know how to identify signs of abuse, including if a child has been exposed to possible extremism.

What does the setting need to do to improve?

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

- develop staff practice to ensure activities are adapted to meet the level of development for all children, particularly the youngest children.

Setting details

Unique reference number	505752
Local authority	East Sussex
Inspection number	10270057
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	0 to 10
Total number of places	9
Number of children on roll	26
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 1998 and lives in Crowborough, East Sussex. She works with assistants. The childminder operates from 7.30am to 6pm Monday to Friday. She receives funding to provide early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector
Pippa Clark

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.
- Children spoke to the inspector during the inspection.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views of the setting with the inspector.

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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