

Childminder report

Inspection date: 8 March 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 happy to attend the childminder's welcoming home. They are greeted warmly on arrival. This supports children's emotional well-being and helps them to settle quickly. Children develop close bonds with the childminder and behave well. The childminder has high expectations of the children to learn the importance of good manners, sharing and taking turns. They happily respond to her gentle reminders. Children are independent in making choices about their play and confidently explore the inviting learning environment that the childminder provides. They learn the skills required to move on to the next stages in their learning and development. The childminder consistently praises children for their achievements, which boosts their confidence and self-esteem.

Children benefit from a range of experiences and outings outside of the home. For example, they visit local parks and playgroups and go on regular nature walks. These experiences promote opportunities for children to socialise with other children and learn about the world around them. Children get plenty of fresh air and exercise. They have good opportunities to practise their balance, strength and coordination, and they make swift progress in their physical skills. Toddlers smile and show their delight during imaginative play. They re-enact cooking dinner in the toy kitchen and thoroughly enjoy it when the childminder plays along.

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

- The childminder gets to know the children well from the start. She gathers information from parents and finds out about children's interests and their current skills. Observations and ongoing assessments are used to track children's progress and identify their next steps in learning. This ensures that any gaps are addressed quickly and helps children to make good progress from their starting points. However, the childminder has not fully established partnerships with other settings that children attend, to share children's next steps and provide continuity in their learning.
- Children are supported to develop their early writing skills. They access different resources to draw and make marks. Children concentrate well as they sit up at the table to create pictures. They develop the small muscles in their hands as they press hard with the crayons and carefully peel off the stickers. Children explore their own ideas and are proud of their own creations.
- The childminder promotes children's love of books and stories. She provides children and babies with a range of age-appropriate books to explore. Very young children show that they value books. They carefully turn the pages and lift the flaps. Younger children are developing an understanding of mathematical concepts. For example, they learn about numbers and counting during routine activities.

- Mealtimes are a social occasion. The childminder positions children at the table to face each other. This provides the opportunity for babies and young children to interact with each other. This helps to support the development of early communication skills effectively. The childminder promotes healthy lifestyles and implements good hand hygiene routines with the children.
- The development of children's language and communication is a high priority for the childminder. She ensures she speaks to children clearly and precisely so that they learn new vocabulary. The childminder provides a narrative to children's play. However, during her interactions, she sometimes misses opportunities to extend younger children's learning further.
- Partnerships with parents are strong. Parents are complimentary about the childminder. They comment on how she is 'friendly, loving and nurturing'. The childminder speaks with parents at drop-off and collection times and uses a messaging service to keep them updated about children's care needs and achievements. Parents appreciate the advice the childminder offers them about how to support their children at home.
- The childminder is committed to ongoing improvements of her services. She keeps up to date by completing mandatory training, such as first aid and safeguarding. The childminder has completed some targeted training after reflecting on her own knowledge. For instance, she has increased her knowledge and skills on understanding and managing behaviour, as well as enhancing her provision effectively for two-year-old children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has a good knowledge of the potential signs and symptoms of abuse and neglect. The childminder prioritises keeping her safeguarding knowledge up to date and has a good knowledge of the local safeguarding partnership procedures. She is confident about the action to take should she have any concerns about children's welfare, or if there is an allegation about her or other household members. The childminder checks the safety of the environment and is vigilant to assess and minimise any potential hazards.

What does the setting need to do to improve?

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

- build on opportunities to extend on younger children's learning even further
- strengthen partnership working with other settings which children attend, to share information about their next steps and provide a more consistent approach to their learning.

Setting details

Unique reference number	EY303531
Local authority	East Sussex
Inspection number	10276648
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 9
Total number of places	4
Number of children on roll	15
Date of previous inspection	26 July 2017

Information about this early years setting

The childminder registered in 2005 and lives in Halisham, East Sussex. She operates Monday to Friday from 8am until 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

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 childminder and has taken that into account in their evaluation of the setting.
- A sample of documents was reviewed by the inspector, including suitability checks and a paediatric first-aid training certificate.
- Parents' views were taken account of by the inspector.
- The childminder showed the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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