

# Childminder report

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Inspection date: 18 December 2023

<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 are very settled and happy in the childminders warm and welcoming home. They really enjoy her company, and it is evident that she establishes a secure and trusting relationship with all children. The childminder has a good understanding of how to plan to meet all children's individual needs. She successfully implements a motivating curriculum that helps keep children engaged and motivated to learn. Children are excited by transport and are keen to build a car track. The childminder teaches them about directions and speed as they race the cars. Children have a keen interest in a book about a shark in a park. Children learn how to bring their imagination alive as they use props to create their own telescope to search for the hidden shark.

Children have good opportunities to develop their physical skills. For instance, they visit the park routinely and are confident to use challenging climbing and balancing equipment safely. The childminder teaches children how to move their bodies in different ways. For instance, children enjoy daily yoga sessions. The childminder teaches children about the importance of healthy eating. They enjoy harvesting and trying their own produce, such as avocado and papaya.

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

- The childminder gets to know children well. This includes fully understanding what makes them unique. This helps her to plan activities that she knows children will enjoy. All children have a positive attitude towards their learning and enjoy their experiences. This helps all children make good progress, including those who speak English as an additional language.
- The childminder establishes positive relationships with parents and keeps them fully informed about their children's learning and achievements. She shares regular videos and photographs of the children's day. Parents speak highly of the childminder and praise her kindness and passion.
- The childminder supports children to develop some good communication skills. For example, she provides a language enriched environment. Children hear a wide range of vocabulary as they have meaningful conversation with the childminder. However, the childminder does not consistently provide children with enough time to think and then respond to the good questions she asks them. Therefore, children do not have consistent opportunities to build on their developing communication skills even further.
- Overall, children behave well, and they are kind and polite. Older children help younger children complete tasks with patience and show kindness. The childminder supports children to develop good social skills and recognises and praises good behaviour. Children listen to the childminder and, if asked to do something, follow the instruction immediately. However, the childminder does

not consistently help children to fully understand why they are being asked to do something. For example, the childminder gives children instructions to help them use resources correctly, but does not explain why she is suggesting that they change their initial approach.

- The childminder reflects on her practice daily. She evaluates how well she has engaged children in their learning experiences and considers what she will do differently next time. The childminder has close relationships with other childminders and they regularly share ideas and observe each other interact with children. They provide each other with constructive feedback. The childminder uses her findings to support her future plans.
- The childminder is proactive in ensuring that she continues to build on her skills and keep her knowledge up to date. For example, she has attended relevant training to enhance her practice. This includes learning about different ways that music can help children develop their listening and physical skills. As a result, children learn about rhythm and movement. This includes listening to the tone of interesting instruments, such as a ukelele.
- The childminder successfully encourages children to be independent. As a result, children complete their own tasks with confidence, such as making their own play dough and preparing their own snack.
- Children have good opportunities to learn about the similarities and differences of people from the local community and around the world, including different cultures and languages. For instance, children learn simple words, such as hello and goodbye in French and Portuguese.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure and confident knowledge and understanding of safeguarding and child protection policies and procedures. She has a good understanding of the signs and symptoms of abuse that may highlight a potential concern. The childminder knows who to contact to seek advice and how to follow up on any issues. The childminder teaches children how to keep themselves and others safe. For example, on regular trips to the beach, children talk about how to stay safe around water. Children enjoy challenging activities, such as rock pooling, and learn how to do this independently and safely.

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

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

- allow children enough time to think and then answer the good thought-provoking questions they are asked
- provide more consistent support for children to fully understand why they are being asked to follow an instruction.

## Setting details

<b>Unique reference number</b>	EY462446
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10308414
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 March 2018

## Information about this early years setting

The childminder registered in 2013. She is located in Eastbourne, East Sussex. The childminder cares for children from Monday to Thursday, from 7.30am to 6pm, all year around.

## Information about this inspection

### Inspector

Kelly Hawkins

### Inspection activities

- This was the first routine inspection the childminder has 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 her practice.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the childminder and children at convenient times. She also reviewed written feedback from parents 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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