

Childminder report

Inspection date: 6 March 2024

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| 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

The childminder creates a safe and welcoming environment where children are content and happy. She is a calm and gentle practitioner who is sensitive and empathetic to the children's needs. Children are confident and reassured by the familiar routines and strong bonds the childminder builds with them. The childminder provides a wealth of resources, and children quickly become fully involved in their chosen activities. Children develop the skills they need to prepare them for their future learning, such as when they go to school.

The childminder knows the children well. She provides a curriculum that recognises the children's interests and preferred styles of play. For instance, children engage in long periods of imaginative and creative play. They listen to each other's ideas and build on their creative storytelling, using good vocabulary to describe what they are making and doing. Children develop lovely friendships and thoroughly enjoy one another's company.

Overall, the childminder has high expectations of children's behaviour, and children are polite and respectful. When children are overwhelmed by their feelings, the childminder steps in to help them. Younger children seek the comfort and support of the childminder, who meets their needs quickly.

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

- The childminder seeks the views and opinions of parents to help her evaluate her practice. She reflects on how she can make things better for families and children and knows how and when to signpost parents for further support they might need. She continues to update her own skills and knowledge, including sharing good practice and ideas with other childminders.
- Children enjoy planning and choosing their own activities with the childminder. In turn, she provides appropriate resources to stimulate children's play, such as for role play, arts and crafts and books. This is based on her observations and assessments of what children can do and what they know. Children talk about the things they are doing and what they like to do at home. However, the childminder does not consistently use these insights to prompt further discussion and challenge, to extend their learning while they play.
- Children develop good communication and language skills. They enjoy listening to stories and can retell those stories in their own words. The childminder speaks clearly to support young children in learning new words. Children show their interest in activities when they ask questions to seek more information.
- The childminder encourages children to be active. She encourages children to use their bodies in new ways, such as when they balance on their tiptoes, jump and stand on one leg. Children demonstrate good fine motor control when they

build with bricks, write their names and complete jigsaw puzzles. They explore the community when they go on walks to the park and visit local playgroups.

- The childminder helps children develop the skills they need to become confident and independent learners. Children show high levels of engagement when they take part in activities, such as drawing, and they delight in sharing their achievements with the childminder. However, sometimes, the childminder does not provide consistent messages to help children learn to self-regulate their feelings and emotions. For example, at times, she does not help children understand the needs of others successfully.
- Children use mathematical concepts spontaneously in their play. For instance, they confidently count to 10 when they play hide and seek. The childminder encourages them to use positional language, such as 'above', 'below' and 'underneath'. Younger children begin to sort toys into groups, such as animals in the farm set.
- The childminder encourages children to adopt healthy habits. Children know how to take themselves to the toilet, wash their hands and make healthy choices when they eat. The childminder works with parents to ensure that babies' routines from home are followed when they are in her care. This provides reassurance and familiarity for young children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- adapt and develop the activities children enjoy to extend their knowledge and skills further while they play
- use consistent behaviour management strategies to help children manage their feelings and emotions and understand the needs of others.

Setting details

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| Unique reference number | 510358 |
| Local authority | East Sussex |
| Inspection number | 10317261 |
| 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 | 3 |
| Date of previous inspection | 14 May 2018 |

Information about this early years setting

The childminder registered in 1995. She lives in Crowborough, East Sussex. The childminder cares for children from 8.30am to 4pm, Monday to Thursday, all year round. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Alison Martin

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including their aims and rationale for their early years foundation stage curriculum.
- Parents shared their views of the childminder with the inspector.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation.

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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