

Childminder report

Inspection date: 8 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder offers a safe, nurturing and homely environment. Every child is welcomed, and their unique qualities and characteristics are respected and valued. Children form close relationships with the childminder and her family. They show how happy and settled they are. For example, they snuggle up to the childminder when she reads stories and actively engage in play with her. The childminder is ambitious. She strives to provide a high standard of provision and is committed to offering children the best level of care. She works hard to make sure every child achieves well. Teaching is good and all children make good progress in their learning and development. Children behave well. They make friends easily with the other children and play together well, sharing and taking turns in their play. They are highly motivated to learn and repeatedly use phrases, such as 'Let's find out' when the childminder poses a question. The childminder makes sure that parents are fully involved in children's care and learning. As parents do not go directly into the childminder's home at present, she uses other media to keep them fully informed about daily activities. Parents say how happy they are and praise the level of progress their children make.

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

- Following lockdown, the childminder has carefully identified what each child can now do and where they need extra support. For example, the childminder has reviewed her childminding arrangements to increase the amount of individual attention she gives children. This has been successful in helping the children who need support building relationships with adults outside of the family again.
- The childminder supports children's learning well. She is skilled in using activities to promote different aspects of learning. For example, during story time the childminder successfully encourages children to count, add on, and understand the sounds different letters represent.
- Children concentrate well and show real interest in learning. They build on knowledge they have already learned and practise their new skills as they play. For example, when talking about fire in a story, children remembered the volcano they made recently and recalled how this contained fire when it erupted.
- The childminder is skilled in allowing children to follow their own interests. She understands the importance of allowing children time to explore their own ideas. For example, in the garden, the children started a game using water to clean the cars. Although the childminder had another activity planned, she recognised that the children were thoroughly engaged. She found more resources, such as sponges, to support the children's imaginative ideas. She waited until the children were ready before she moved on to the next activity.
- The childminder fully involves children in the decision-making process. She listens carefully to their views and respects their individual ideas. She

encourages children to express their choices through a voting system. For example, children regularly vote whether they walk the long way or short way home from school.

- The childminder observes children carefully and organises activities she knows will help them make progress. A recent focus on improving children's manipulative skills means that children manage simple tasks, such as using scissors and buttering their toast at snack time, confidently.
- The childminder offers a professional service. She takes her role seriously and ensures she regularly reflects on her practice to make constant improvements. Funding is used well to support children's learning. For example, the childminder accesses relevant training. She recognises she can further improve her teaching to ensure she fully understands how to support every child's learning style.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in keeping children safe. She knows exactly what to do if she had any concerns about a child and is confident to take the necessary action. The childminder plans her daily routine carefully to make sure children are always safe. For example, when children walk to and from school, she teaches them how to walk on the pavement safely and to listen to her when they cross the road. The childminder takes relevant precautions within the home to keep younger children away from potential hazards.

What does the setting need to do to improve?

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

- improve teaching to the highest standard by developing a deeper understanding of children's individual learning styles and preferences.

Setting details

Unique reference number	2504523
Local authority	East Sussex
Inspection number	10191803
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	3 to 6
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Hailsham, East Sussex. She operates all year round from 7am to 6pm, Monday to Friday. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder talked to the inspector about how she organises her service, how she keeps children safe and what she does to support children's learning.
- The inspector observed the childminder interacting with children and evaluated how well she promotes their learning and development.
- Children spoke to the inspector about what they liked to do with the childminder.

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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