

Childminder report

Inspection date: 14 August 2024

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 are self-assured and good communicators. For example, they confidently chat to visitors and involve them in their play. The childminder uses a range of ways, such as singing and reading stories, to improve children's communication and listening skills. She introduces new vocabulary as children play, such as 'broom' and 'dustpan', which supports children's understanding and language development. Children enjoy being with the childminder and are happy and relaxed in her care. This is seen when they laugh and giggle as they chase bubbles in the garden.

The childminder teaches children about rules and boundaries. For example, she encourages younger children to sit nicely around the table when they are eating. Additionally, the childminder uses a range of ways to develop children's social skills successfully. For instance, she takes children to local playgroups where they learn to share and take turns with their peers. Children show positive behaviour because of the childminder's consistent routines and strategies. This helps to prepare them for future learning.

Children enjoy a range of activities that follow their interests. The childminder plans exciting experiences that successfully build on what children already know. For example, children who are interested in animals have recently visited a centre to see sea creatures. This successfully extends and links their learning.

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

- The childminder provides a mixture of activities to promote children's creativity. For example, she encourages children to express themselves through music and dance.
- The childminder successfully helps children to keep healthy. She provides lots of opportunities to learn outdoors where children benefit from fresh air and develop their physical skills. For example, children learn how to climb steps and use swings when they visit the local park, which promotes their balance and coordination.
- The childminder supports children to develop their early mathematical skills. For instance, she encourages them to count the number of steps as they go upstairs to wash their hands. Furthermore, the childminder helps children to understand mathematical language. This is demonstrated when she introduces words such as 'heavy' as children weigh balls on outdoor scales.
- The childminder builds good relationships with parents. She informs them about what their child has done during the day and keeps them up to date with their child's developmental progress. However, she does not consistently share ideas with parents to further support their child's learning at home.
- The childminder has a very gentle and nurturing approach, which positively

supports children's emotional well-being. She knows children's individual interests and forms strong bonds with children, which helps them to feel safe and secure. This is seen when children snuggle up to her on the sofa to listen to a story. Furthermore, the childminder successfully supports children at times of change. For example, her settling-in processes are tailored to meet each child's needs, which helps them to settle smoothly.

- The childminder supports children to attend to their own self-care needs. For example, she encourages them to change their own shoes before they go into the garden. This successfully demonstrates children's independence skills, which prepares them well for the move to school.
- The childminder takes children on a range of trips in the local community to help them make sense of the world they live in. For example, they go to the local library, shops and parks. However, the childminder is less successful in teaching children about similarities and differences between people in the world. This means that children's learning about diversity is not fully supported.
- The childminder is a good role model for children's behaviour. She is calm and respectful to children and reminds them to be kind and polite. This helps children to develop good social skills.
- The childminder completes training to extend her knowledge and skills, which helps to ensure children receive good-quality care and teaching. For example, she has completed inclusion training to help her to identify and support children with additional needs.

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:

- develop ways to share ideas with parents to enable them to support their child's learning at home
- enhance the curriculum to strengthen children's awareness of similarities and differences between themselves and other people in the world.

Setting details

Unique reference number	505560
Local authority	East Sussex
Inspection number	10350864
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 1995 and lives in Uckfield, East Sussex. She looks after children on weekdays from 8.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Michaela Borland

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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