

Childminder report

Inspection date: 24 April 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 are kind, caring and enjoy being together. For example, they help each other put on their coats and shoes. Children, even the youngest, show high levels of respect for the childminder. They listen carefully to what she says and respond well to her gentle reminders of rules and high expectations. This prepares children well for later learning. Children are happy and show high levels of confidence. For example, they proudly show visitors the toys they are playing with and talk to them about family life. This successfully demonstrates that children feel safe and secure.

The childminder helps children to develop their physical skills. They enjoy a wide range of learning experiences, including visits to the local park, where the childminder helps them to enhance their gross motor skills, for example, when climbing frames. Additionally, children improve their coordination skills during physical activity. For instance, young children successfully catch balloons that they throw in the air.

Children learn how to keep themselves healthy. The childminder teaches them the importance of keeping hydrated and encourages them to drink water throughout the day. Children enjoy chatting with the childminder at mealtimes about the healthy foods in their lunch boxes. Furthermore, children know to wash their hands before eating and after coming in from the garden.

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

- The childminder focuses her well-sequenced curriculum on children's personal, social and emotional development. She plans activities that successfully build on previous learning. For example, after reading 'The Three Little Pigs' story, children build houses with a range of resources, such as straw, sticks and bricks. This helps them to use what they already know, which prepares them well for future learning.
- The childminder understands the impact of the COVID-19 pandemic on children's learning. She plans learning experiences to help close any emerging gaps. For example, she takes children to playgroups to enhance their confidence and social skills.
- The childminder uses observation and assessment well to monitor children's progress. She uses this information to weave in new knowledge spontaneously during the day. For example, she encourages children to identify letters on road signs and numbers on doors when they go on walks in the neighbourhood. This positively improves their early literacy and mathematical skills.
- The childminder is very gentle in her approach. She deals with minor disagreements calmly and explains to children the impact of their behaviour on others. Children are polite and well mannered.

- The childminder celebrates diversity with the children. She uses a range of strategies, such as discussions, sharing books and pictures, to broaden children's knowledge of people from around the world.
- The childminder intends to support children to develop their independence skills. However, she is not fully effective in organising the indoor and outdoor environments to promote opportunities that help children make independent choices in their play and learning. For example, many resources are inaccessible for children and are not organised in a way where they can self-select what they want to play with. This means that children's play is interrupted as they ask for resources and they are not able to follow their own interests freely.
- The childminder knows the children in her care well and has strong bonds with them. She gives children plenty of praise and encouragement, which promotes their self esteem and emotional well-being.
- The childminder completes training and shares ideas with other childminders to keep her knowledge and skills up to date. For example, after recently completing communication and language training, she introduces more new words during children's play. This helps to develop their vocabulary.
- The childminder works in partnerships with parents and has very positive relationships with them. She keeps them up to date with their children's progress. Furthermore, the childminder provides ideas to help parents extend children's learning at home.
- The childminder uses additional funding well to help meet children's individual needs. For example, she takes children on trips to local attractions, such as the zoo, to improve their understanding of the natural world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently renewed her safeguarding training. She has a robust knowledge of how to keep children safe and the processes to follow if she has concerns about children's welfare. This includes what to do if there is an allegation against herself or a household member. The childminder teaches children how to keep themselves safe. For instance, children learn how to cross the road safely when walking in the local community. Furthermore, the childminder completes risk assessments of her premises and when on outings to minimise potential hazards for children.

What does the setting need to do to improve?

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

- organise the learning environment more effectively to help children to access toys and resources of their choosing easily and to follow their interests freely.

Setting details

Unique reference number	505672
Local authority	East Sussex
Inspection number	10279969
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder registered in 2000. She lives in Eastbourne, East Sussex. The childminder cares for children from 7.45am to 5pm, Monday to Friday, throughout the year. She receives funding to provide free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

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 setting.
- The inspector looked at relevant documentation, including safeguarding documents and suitability checks.
- The childminder and the inspector discussed the curriculum.
- Parents shared their views on the setting with the inspector via written feedback.

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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