

Childminder report

Inspection date: 14 May 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 thoroughly enjoy their time with the childminder in her homely, nurturing and caring setting. They form strong attachments to her and demonstrate this in the way they snuggle up to her when looking at picture books together. The childminder supports children's emotional needs well. She makes sure children feel emotionally secure and offers plenty of comfort and reassurance when needed.

Children behave well as the childminder gently reminds them to share the resources and to take turns with favourite toys. Children respond positively and happily play together with the role-play kitchen. They delight in using their imagination with the shopping baskets and tea-set items. The childminder supports this play well. She interacts with them closely and helps to develop their learning as they pretend to make food for her.

Children show how safe they feel. They know where their favourite toys are kept and access them easily and independently. The childminder has risk assessed her home carefully to make sure children play and explore in a safe, hygienic and secure environment. Children make good progress in their development, and form strong foundations for their future learning.

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

- The childminder supports children's learning well. She provides a good range of resources which take account of children's interests and their differing abilities. The childminder gently guides children to practise what they already know and build on their experiences to support their learning. For example, children correctly work out which bricks fit together when playing with different types, so they can create their own models.
- Since the last inspection, the childminder has updated her knowledge of early years practice and completed mandatory training, such as safeguarding and paediatric first aid. This has developed her knowledge and ability to keep children safe. However, she has not considered how other training opportunities can also enrich her knowledge and develop her teaching even further.
- Children are well-prepared for starting school. The childminder offers a good range of activities which encourage children to become independent. For example, two-year-olds confidently use child-safe knives to cut up their fruits at snack time. The childminder supports this further at lunchtime. She teaches children how to successfully open packets independently, so they are ready for routines they may follow at school.
- The childminder helps children to become confident communicators. She knows the children very well and is very receptive to young children's emerging conversational skills. She speaks clearly to children so they hear the correct

pronunciation of words. The childminder regularly reads stories to children, sings rhymes with them, and helps them point out familiar items in picture books. This helps children to use words freely as they play and to use language correctly to convey their needs and wishes.

- Children are confident to express their thoughts and the childminder values children's different ideas and choices. For example, the childminder asks children if they have finished an activity before clearing away. If children are still engaged and say they have not finished, she allows them more time. This builds children's self-confidence and ability to make their own decisions.
- The childminder teaches children to respect others and to value similarities and differences. She uses books and stories well to help children learn about the diverse needs of others. Although some children speak more than one language at home, the childminder does not always utilise all opportunities to help other children learn about the linguistic background of their friends.
- Children have many opportunities to visit local places of interest to broaden their experiences. The childminder regularly visits toddler groups, local parks, the garden centre and shops to help children socialise with others and learn about where they live.
- Good attention is given towards keeping children safe. The childminder supervises children closely and organises her service so that she can always divide her attention well. She teaches children how to use the trampoline safely and helps children learn the importance of road safety when they walk to and from school.

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:

- make better use of professional development opportunities to further develop teaching skills
- develop the curriculum to enable children to learn more about the linguistic background of others.

Setting details

Unique reference number	EY257015
Local authority	East Sussex
Inspection number	10339229
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2003 and lives in Denton, near Newhaven in East Sussex. She cares from children, Monday to Friday, all year round, from 7am to 6pm.

Information about this inspection

Inspector

Jo Caswell

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 showed the inspector the areas of her home she uses for children, and talked about how she keeps children safe.
- The inspector observed the childminder playing with the children and evaluated how well she supports their learning and development.
- Children interacted with the inspector and involved her in their play.
- The childminder explained to the inspector how she plans for children's learning and monitors the progress they make.

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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