

Childminder report

Inspection date: 23 January 2025

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 settle in quickly to this welcoming, family-orientated setting. The childminder offers a caring, home-from-home environment where every child is valued. Children show how happy and safe they feel as they interact with the childminder easily. They are confident to choose their own activities and squeal with delight as the childminder plays alongside them. For example, younger children shake the tambourines with real gusto and enthusiasm as they sing along to favourite, well-known songs and rhymes.

Children behave well as the childminder offers a very calm and consistent approach. From a young age, she teaches children how to take care of their toys and to tidy up after they have finished playing with them. Children follow these routines with ease and show excitement for the next game or activity. The childminder praises children highly and celebrates their individual achievements. This helps children develop good levels of self-confidence.

Children make good progress in their learning and development. The childminder clearly understands how children learn through well-planned play experiences. She organises activities well, knowing what children are interested in, and what they need to learn next. This means that children develop very positive attitudes towards learning and gain the important skills they need for starting school.

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

- The childminder is highly experienced in supporting children's learning. She uses her professional knowledge well and networks with other professionals, such as teachers and other childminders, to make sure she continually reflects on her practice and identifies further ways to develop. For example, she keeps herself up to date with early years policy changes and attends training to consistently enhance her skills.
- The quality of teaching is good. The childminder makes full use of planned activities and spontaneous opportunities to enrich children's learning. For example, children develop very good counting skills as they sing a range of number songs. Children use their fingers to 'take one away' each time and develop, from a young age, a clear understanding of number value.
- The childminder promotes children's language development well. She talks to children as they play and asks them relevant questions. She gives younger children plenty of time to think before they respond and process the information she has asked them. Throughout all activities, the childminder skilfully supports children's development of new words that they use in their play. For example, when children make models from dough, they name specific body parts, such as 'elbow' and 'knee', to demonstrate the range of vocabulary they already

understand.

- Generally, the childminder plans her curriculum effectively to develop the range of skills children gain. Children have well-developed social skills as they regularly meet other children at local toddler groups. The childminder also enriches children's learning through visits to the beach, woodland and park. Some opportunities are planned within the curriculum to help children learn about diversity. However, the childminder has not yet fully considered how she can develop this further. For example, at present, there are fewer experiences to help children become more aware of the similarities and differences between themselves and other children beyond their local community.
- The childminder helps children to become increasingly independent from a young age. For example, one-year-olds learn how to open their lunch box at snack time. The childminder extends this further by teaching the youngest children how to carry out simple tasks, such as putting on their coats and shoes. This helps to build children's confidence in managing to take care of their own needs, ready for when they start nursery and school.
- Parents praise the level of provision the childminder offers their children. They describe her as going 'above and beyond' in her role and note the positive experiences the childminder offers their children. The childminder uses many ways to keep parents fully informed about the children's daily activities. This helps parents to share in their children's achievements and continue to support learning at home.

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 the curriculum further to increase the range of opportunities children have to learn about the similarities and differences between themselves and others beyond the local area.

Setting details

Unique reference number	EY268953
Local authority	East Sussex
Inspection number	10376566
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	15
Date of previous inspection	28 May 2019

Information about this early years setting

The childminder registered in 2002. She lives in Seaford, East Sussex. The childminder is a qualified teacher and cares for children from Monday to Friday, throughout the year, from 7.30am to 6pm. Funding is accepted for the provision of early years education for children aged from one year.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the childminder interacting with the children and evaluated the impact of teaching on their learning.
- The childminder explained how she plans her routine and organises her early years curriculum.
- Children spoke to the inspector during the inspection and involved her in their play.
- Some written records were checked, such as confirmation of the suitability records for all adult household members and paediatric first-aid training.
- The childminder showed the inspector the premises and discussed how she keeps children safe.

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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