

Childminder report

Inspection date: 18 September 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 greet their friends with joy as they arrive at the childminder's welcoming home. They build strong relationships with the childminder. She engages children in interesting conversations and gets to know them well. For example, together they talk about their holidays abroad. Children invite the childminder into their game as they make pretend tea. The childminder talks to them about countries and discusses how food and beverages can look and taste different in different places. Children engage in meaningful play and conversations with the childminder and their friends.

The childminder has clear boundaries and expectations that she intends for children to learn. She promotes this positively and consistently and models the behaviour she expects. For example, she says please and thank you to children. She also regularly has discussions with them about the importance of sharing and being polite. Children demonstrate an excellent understanding of this. They wait patiently for their turn with a toy and ask kindly if their friends are finished playing with it. Children behave well and demonstrate high levels of respect for those around them.

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

- The childminder provides children with lots of opportunities to develop their language skills. She provides plenty of new words to help children build a broader vocabulary. For example, children learn the names of different creatures as they hunt for them among natural resources. Children begin to identify a beetle and a praying mantis as they explore together. Children become deeply engaged in their play and learning.
- Children enjoy stories with the childminder. She is enthusiastic and engaging as she reads to them. The childminder links the story to previous learning that children have enjoyed. For example, she talks to children about the spider in the book and how it is similar to the spider in the insect activity they have just completed. The childminder also talks to children about their pets at home and relates them to those in the story. Children develop a keen interest in books.
- The childminder plans enriching experiences out in the local and wider community. She takes children to nearby church groups to support them to engage in music, rhyme and play with a large group of children. The childminder also plans outings to further extend children's learning. For example, she takes them to farms and forests to deepen their understanding of nature and the world around them. The childminder provides purposeful learning to build on children's knowledge.
- Children learn about elements of a healthy lifestyle. For example, the childminder encourages them to drink water regularly. She provides healthy

foods and talks to children about her favourite fruits as they enjoy a sociable snack time. Furthermore, the childminder considers how to increase children's knowledge of oral hygiene by frequently introducing activities around toothbrushing. Children's good health is promoted by the childminder.

- The childminder considers how to teach children about some risks. For example, she takes them on frequent trips to the park to discuss elements of road safety and keeping themselves safe. However, the childminder has not yet considered how to teach children about risks they might face when using technology and the internet. This means that children do not benefit from teaching that increases their understanding of staying safe online.
- Parents provide positive feedback about their experience of the childminder. They explain that their children speak highly of the childminder and have built a strong relationship with her. The childminder keeps parents updated with children's learning and progress regularly. She uses daily conversations to keep them well informed and discuss learning that can be supported at home. Parent partnerships are strong.

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 strategies to support children to understand how to manage risks when using technology and the internet.

Setting details

Unique reference number	EY309478
Local authority	East Sussex
Inspection number	10399680
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2005 and lives in Rotherfield, East Sussex. She operates Monday to Thursday, from 7.30am to 5pm, throughout the year. The childminder receives funding to provide free early education for all eligible children.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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