

Childminder report

Inspection date: 16 May 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

The childminder provides all children with a secure and trusting environment. This helps all children to be very happy and confident during their time with her. The childminder successfully implements a motivating curriculum that helps keep children interested in their learning. For example, she teaches children about their senses. Children learn about different materials and how they feel and sound during sensory games. The childminder teaches children about nature and the importance of caring for other living things. For instance, children learn about life cycles and are excited to watch their caterpillars flourish into butterflies. Children learn to be creative in different ways. This is evident when children use a fork in paint to explore patterns.

The childminder is a positive role model, and children are polite and behave well. For instance, even the youngest children are caring and kind to each other. Children share and take turns with good levels of maturity. The childminder teaches children the benefits of healthy lifestyles. For example, they talk about the importance of thorough teeth brushing during dentist role-play activities. The childminder encourages children to develop their physical skills. For example, they safely build and negotiate obstacles with confidence.

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

- The childminder establishes positive and trusting relationships with all children. She fully understands what makes each individual child unique. Children enjoy the company of the childminder. This is demonstrated when younger children enthusiastically giggle at her during a game of 'peekaboo'.
- All children have a positive attitude towards their learning and are encouraged to develop skills to support their future. For instance, even the youngest children are independent to choose their own play.
- Overall, children are engaged in their learning experiences, and they appear to be happy. However, on occasions, the childminder does not successfully organise changes in routine to engage children fully during these times of transition.
- The childminder establishes positive partnerships with parents and keeps them fully informed about their children's day and their achievements. For example, she shares regular photos of what children have enjoyed participating in. The childminder shares useful tips and information with parents, such as advice on how to keep their children safe online. Parents speak fondly of the childminder, commenting that she is 'truly wonderful'.
- The childminder evaluates her practice daily, alongside her assistants and co-childminder. She considers how well children engage and what might be done differently next time to enhance their learning. The childminder and her colleagues observe each other teach and interact with children and provide

constructive feedback to support their future practice.

- The childminder has recently carried out training beneficial to her practice. For example, she has recently learned about how to support children to remain safe online and be aware of the signs of online bullying. As a result, the childminder supports all children to learn about how to keep themselves and others safe when using the internet.
- The childminder teaches children how to stay safe when on trips and outings. For example, children talk about the rules of how to cross the road safely and how to stay safe on public transport when they travel by bus.
- Overall, the childminder supports children to develop some good communication and language skills. For instance, children enjoy a wide range of stories and singing activities and use a wide range of vocabulary with confidence. However, on occasion, the childminder is too quick to answer the good questions she asks children. Therefore, children do not consistently have enough time to think and answer questions to build and extend their speaking and listening skills.
- The childminder supports children to understand and respect other people's similarities and differences outside of their own communities and experiences. Children learn about traditions of other cultures and countries. For example, the childminder teaches children about the celebration of Diwali.

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:

- review how routines are organised to help all children remain fully engaged in their learning
- provide children with time to think and answer questions to extend their communication and language skills.

Setting details

Unique reference number	EY335551
Local authority	East Sussex
Inspection number	10392183
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 9
Total number of places	9
Number of children on roll	22
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2006. She is located in Hastings, East Sussex. The childminder cares for children from Monday to Friday, from 7.30am to 5.30pm, all year around. The childminder works with another childminder and she has an assistant. The childminder receives funding to provide free early education for children aged one, two, three and four years old.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder shared written documentation with the inspector. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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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