

Childminder report

Inspection date: 3 January 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 settle quickly and are very happy and comfortable in the childminder's welcoming home. They show that they feel safe and secure in her nurturing care. Children display a positive attitude to their learning and continue to keep trying when learning new skills. For example, children who are learning to hold a cup are provided with water and beakers to explore. They learn about how to tip water and hold cups, practising skills needed for learning to drink independently. Children are polite and behave well. The childminder actively encourages the children to talk about their feelings, to be kind to their friends, to share the resources and take their turn.

The childminder is skilful at planning activities that are based around children's likes and interests. For instance, when children showed an interest in her 'lava plant', this sparked their curiosity. The childminder linked this interest to other learning opportunities, as the children built their own volcanoes and explored fossils. The childminder supports younger children to develop their communication and language skills by providing a commentary alongside them. For example, when they say 'ball', she will mirror this by adding a word such as 'yellow ball,' to develop children's vocabulary.

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

- The childminder develops effective partnerships with parents and carers. She keeps them updated about their children's development and care through daily discussions, online messages and reports each term. For example, before children arrive, parents are encouraged to send a message with updates, especially for the newer children. This helps the childminder to be prepared for the children on their arrival, and aware of their needs. Parents are very complimentary about the childminder and the service that she provides.
- Children go out on regular and exciting trips in the community. For example, they enjoy visiting the local forest school, where they can make fires and enhance their physical development, using real tools, such as axes, to cut wood. Children enjoy trips to the local nature park, where they can run and climb, as well as visits to the library to collect new books. These trips engage the children in what they are learning, and build their confidence at being out in the community.
- The childminder promotes diversity through books and toys. Children learn about similarities and differences when they celebrate festivals relating to other faiths and religions around the world. Parents are invited to share their heritage and culture with the children. For instance, children were provided with the opportunity to learn all about people from Thailand and the way in which they dress when a parent spent the morning with them. Children got the opportunity

to try Thai food and ask questions about the Thai culture and how it was different to their own.

- The childminder builds up good partnerships with other settings that children attend. For example, she will meet with other settings and children's key person regularly to discuss their development and next steps in learning. This promotes continuity in children's learning, particularly for those with special educational needs and/or disabilities.
- Children are taught about safety in the childminder's home and when out in the community. For example, they are reminded about road safety and wear hi-visibility jackets to be easily identified. However, when it comes to technology and the internet, children are not taught how to keep themselves safe and be aware of the associated risks.
- The childminder encourages children to follow good hygiene practice and to be independent in their self-care. For instance, even the youngest of children are encouraged to wipe and blow their own noses. At snack times, children are supported to follow thorough handwashing routines and learn about why they need to keep clean and healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her duty to keep children safe. She understands the process of referring children if she feels they are in any danger. The childminder can identify signs of abuse and neglect and how these may impact on children. She is aware of other risks, such as female genital mutilation and radicalisation. She keeps her safeguarding knowledge up to date with regular training and updates. The childminder completes daily risk assessments of her premises and places where she intends to take the children, to ensure that they are safe and suitable.

What does the setting need to do to improve?

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

- support children to gain an effective understanding of when they may be at risk when using the internet and digital technology.

Setting details

Unique reference number	EY351467
Local authority	East Sussex
Inspection number	10226483
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 2007. She lives in Eastbourne, East Sussex. The childminder offers care from 8am to 5.30pm, flexibly during the week, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Kelly Southern

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 inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked around the areas of the setting available to children.
- The inspector looked at relevant documentation, such as the childminder's paediatric first-aid certificate.

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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