

Childminder report

Inspection date: 17 July 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 show how relaxed and happy they are in the childminder's care. They excitedly engage in play and activities with him, and he joins in enthusiastically. He is very engaging in his interactions with children, and they laugh and squeal with excitement as they chase bubbles round the garden. Children initiate a game of trying to toss small hoops over objects of their choice. The childminder praises them highly and recognises when some children initially find the task tricky. This helps children to feel valued and encourages them to keep on trying.

There is a strong focus on developing children's social skills. Children who are quite shy when they start benefit from the childminder's sensitive approach. He uses a gentle way to help children develop confidence and feel comfortable around others. They build strong friendships and happily play together. Children listen to one another and patiently wait for their turn during games. The strong focus on building children's social skills prepares them well for starting pre-school.

Children develop good levels of independence. They make their own choices, and these are valued by the childminder. The childminder works closely with parents to support toilet training routines, and this is promoted well within the setting. Children quickly become confident in managing self-care routines, such as wiping noses and washing hands after toileting and before eating. The childminder helps to make these routines fun. Children delight in the 'high five' they receive once they have completed the task. Children beam with pride and these measures help to build children's self-esteem and support their ongoing learning.

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

- The childminder takes time to get to know children and to fully understand their likes, dislikes and learning preferences. He plans activities he knows they will enjoy and that help to build on their interests. For example, he recognises some children particularly enjoy physical activities and offers some learning experiences outside. For example, children go on walks and visit parks and playgrounds. Children move around easily and benefit from fresh air and exercise to support their healthy development.
- The childminder works closely with his co-childminder to offer a professional, well-organised service. He keeps up to date with mandatory training and is familiar with new guidance and legislation. The childminder regularly reflects on his practice. He consistently identifies further ways to improve based on what he knows the children need. For instance, he recognises some children need support in building their emotional resilience. He offers a settling-in routine that is planned around individual children and their parents. Children take the time to settle when they are ready, and this helps them to feel at ease in the

childminder's home.

- The childminder's curriculum enables children to learn about the needs of others, and it helps them to become aware of the wider world. For example, children learn in very simple terms about Remembrance Day, and they complete practical activities as part of Victory in Europe Day. These experiences help children begin to learn about historical events in an age-appropriate format and one they understand and can relate to.
- Children develop good language skills. They regularly engage in conversations with the childminder, and he introduces them to new words as part of themed activities. Children enjoy stories and sing rhymes together to further develop their communication skills. The childminder asks children questions and encourages them to think about what they have remembered. However, occasionally, he steps in too quickly and does not offer children sufficient time to think before they respond.
- There is good support for children's counting and mathematical skills. The childminder plans many practical activities to help children learn about number value as they play. For example, children count out different coloured objects and line them up carefully as they count, showing good number awareness.
- The childminder is very responsive to children's imaginative ideas. He allows children to take the lead in their learning and uses spontaneous activities to develop their understanding. For example, as children hold up a cardboard tube and pretend to look through it, the childminder copies and initiates a game of pirates, which children thoroughly enjoy and engage with excitedly. He talks to children about pirates and helps to extend their creative play.

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:

- provide more consistent support for children to process their thoughts and take the time needed to respond to questions.

Setting details

Unique reference number	EY389630
Local authority	East Sussex
Inspection number	10407873
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	9
Date of previous inspection	21 January 2020

Information about this early years setting

The childminder registered in 2009. He lives in Heathfield, East Sussex and works jointly with his wife, who is also a registered childminder. The childminder provides care Monday to Thursday, from 8am to 5.30pm, all year round. He holds a recognised level 3 qualification.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how he monitors the progress they make.
- The inspector observed the childminder interacting with the children, indoors and outdoors, and assessed the impact of this on children's learning.
- Children spoke to the inspector and talked about what they enjoy doing with the childminder.
- The inspector looked at the areas used for childminding and discussed how the childminder keeps children safe.
- Written feedback from parents was taken into consideration.

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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