

Childminder report

Inspection date: 31 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive at this incredibly nurturing childminder's home. The childminder is exceptionally patient, calm and kind. She encourages all children to be creative and fosters their artistic talents admirably. Children chatter excitedly when meticulously crafting their play dough cakes, asking for 'gem stones' to decorate them. Children demonstrate excellent attitudes to learning. They remain highly engaged and focussed when listening to the childminder explaining how things magnify and are highly interested when exploring magnifying glasses to look closely at their hands, comparing them with their friends. These activities support children's thinking skills very well.

The childminder has very high expectations for all children. She provides a wide range of interesting and motivating opportunities. For example, children thoroughly enjoy snuggling up for a story, which the childminder uses to teach them about how to brush their teeth. The childminder expands on their interest, showing them how to floss their teeth and explaining what 'cavities' are. Children show great delight when brushing dinosaurs' teeth, demonstrating their understanding when talking about using 'circular movements' to make sure all the teeth are clean. The childminder is an exceptional role model. She ensures all children have high self-esteem and well-being, continuously praising them and celebrating their achievements. As such, children are content and secure. All children make very good progress.

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

- The childminder is exceptionally inclusive, encouraging all children to play together and supporting them all. As such, children demonstrate excellent behaviour, explaining to their friends that 'sharing is caring' and showing great interest in what their friends have made. Older children immediately help their younger friends to join in, exclaiming that their pictures are 'fantastic'. Children offer to sweep up straightaway when they are finished.
- Children with special educational needs and/or disabilities are provided with outstanding support. The childminder accesses high-quality training and uses this to support children's individual needs. For example, she plans a wide range of activities to support children's developing coordination skills. Children are enthralled and engrossed when using hammers and pins to make pictures. She skilfully extends learning by providing other tools to develop key physical skills.
- The childminder plans an ambitious curriculum. She promotes children's talents and interests very well. For example, children delight in recalling when they created their own artwork using the easel in the outdoor studio. They chatter animatedly about the Hawaiian mural and the resources they helped make. They sustain deep focus when designing their own story characters. This supports

children's imagination and creativity extremely effectively.

- Children benefit from an enthusiastic and passionate childminder who genuinely cares for children and wants them to succeed. She continuously supports children in their learning, such as introducing children to new concepts and language, ensuring they make excellent progress. For example, she uses words such as 'trapezium' and 'oblong' to describe shapes and children show high levels of sustained concentration when exploring and talking about them.
- The childminder very successfully promotes children's language and literacy skills. Children learn words such as 'enormous' and 'miniature' to describe their creations. They demonstrate secure knowledge as they join in spontaneously singing rhymes that the childminder has taught them. This ensures children develop very good communication skills.
- Children show great excitement and curiosity when designing their own pictures, developing their concentration and attention skills very well. The childminder extends learning by providing children with a range of craft resources to foster their interest. Younger children learn to use scissors and beam with delight when they cut their own shapes out.
- The childminder has excellent links with local settings and schools. She develops effective partnerships with health visitors to support children and families. She provides a range of information for families to access advice and guidance locally to help them. She takes on additional training and qualifications to ensure she offers high-quality care and education.
- Relationships with parents are very strong. The childminder provides families with detailed information about how their children are doing and the progress they are making. Parents appreciate her very kind and nurturing approach and say that their children have made amazing progress in their learning and development. They report that their children love attending.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY406676
Local authority	East Sussex
Inspection number	10371064
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	5
Date of previous inspection	24 September 2019

Information about this early years setting

The childminder registered in 2010. She lives in Hastings, East Sussex. The childminder provides care for children between 8am and 5pm each weekday, all year. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The childminder explained to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting 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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