

Childminder report

Inspection date: 31 March 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 a warm welcome for children which helps them settle quickly and engage in play. She gets to know the children and their families very well and has good relationships with them. Children communicate confidently with the childminder and enjoy sharing their experiences from home. They are very happy and content and enjoy their time with the childminder.

Children enthusiastically explore the activities the childminder provides and confidently select resources. The childminder plays alongside children and demonstrates how to use equipment. For example, she teaches children how to fill pipettes with water, they copy her actions and persevere to complete the task. The childminder provides encouragement and praise. She celebrates with children when they are successful which helps to develop their confidence and self-esteem.

Through observations and assessments, the childminder identifies what children need to learn next. She provides appropriate strategies to support gaps in children's learning to help them make good progress. For example, the childminder uses simple sign language with words, to support communication and help children develop their speech and understanding. The childminder adapts activities for different ages and abilities to ensure all children are included and have the opportunity to succeed.

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

- The childminder focuses on developing children's independence skills. She encourages children to complete tasks for themselves, such as washing their hands and putting their shoes on. She promotes perseverance and gives children time to complete and achieve their tasks. As a result, children are building their confidence and learning life skills.
- During play, the childminder introduces numbers and counting to support children's early mathematical skills. For example, children demonstrate number recognition as they throw bean bags over chalk numbers drawn on the ground. The childminder praises children for saying the correct number. She extends the activity further by encouraging children to draw around the numbers with chalk which helps to develop their mark making skills.
- Children are developing a love of reading. The childminder asks children to choose a book to read. They eagerly sit around the book and focus intently on the story. The childminder uses an animated voice and actions to engage children in the text. Children enthusiastically copy the actions and repeat familiar lines. This helps to develop children's early literacy skills and encourages an interest in books.
- The childminder has strategies in place to support the development of children's

speech and language skills. For example, during play she repeats words clearly for children to hear and copy. The childminder uses a range of questioning techniques when interacting with children. However, she does not always give children enough time to think of a reply to questions and sometimes provides the answers for them. At these times, children do not fully benefit from developing their communication and thinking skills further.

- Children behave very well and the childminder is a positive role model. She reminds children to say 'please' and 'thank you' and praises children for being polite. As a result, children are developing good manners and learning to be respectful.
- The childminder provides children with exciting trips outside of the setting. This includes visits to farms, the beach and historic buildings. She follows children's interests to provide experiences that appeal to them. For example, children show an interest in trains so they visit a miniature railway. This helps children expand their knowledge and learn about the world around them.
- To develop children's social skills the childminder takes them to a local toddler group. Here they have the opportunity to practise skills, such as sharing and taking turns with a larger number of children in a group situation. This helps children learn to negotiate and build relationships with their peers.
- The childminder networks with other childminders for support and to share good practice. To develop her professional skills, she uses sign language to support interactions and her communication with children.
- The childminder liaises with other settings children attend to share information and provide continuity in learning. When necessary, she works with other professionals to provide support and learn effective strategies to ensure all children's needs are met. This helps to prepare children for transitions and starting school.

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:

- strengthen practice when communicating with children to give them time to process language and share their ideas.

Setting details

Unique reference number	EY411343
Local authority	East Sussex
Inspection number	10388648
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 2010 and is located in Uckfield, East Sussex. She provides care for children Monday, Tuesday, Thursday and Friday, 8am to 5.30pm, all year round. The childminder has a level 3 relevant childcare qualification and accepts government funding for children who are eligible.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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