

Childminder report

Inspection date: 6 February 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 works hard to ensure all children feel happy, safe and secure in her care. She achieves this by developing strong relationships and engages in purposeful interactions to get to know children very well. This provides the childminder with the essential information she needs to plan and implement a curriculum that precisely meets the needs of the children. The childminder recognises the importance of providing children with rich opportunities to develop their communication and language skills. For example, she seeks teachable moments in everyday routines as well as planned story activities to engage children in discussion, ask them questions and introduce new words. This contributes towards extending children's exposure to a wide range of vocabulary.

The childminder supports children in a variety of ways to learn how they can contribute towards their own good health. This includes teaching children about healthy food options and enjoyable activities linked to caring for their teeth. Children have delightful relationships with their friends and the adults that care for them. Children behave well. On the rare occasion a child has a minor upset, friends gather round swiftly to offer help. This demonstrates children are learning empathy and consider the emotional needs of others as well as themselves.

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

- The childminder supports assistants very well and demonstrates commitment to drive continual improvement in their practice by seeking additional training opportunities. They reflect on how they can implement what is learned in training to create a positive impact for children's most formative years in their learning and development.
- Children benefit from a wide range of learning experiences that build on what they already know, remember and can do. Occasionally, planned group times are not fully considered to ensure quieter children are not overshadowed by more confident friends. However, children demonstrate they are making good progress in their learning and development.
- The childminder and assistants support children to learn about staying safe during activities and learning experiences. For instance, children listen well as they are taught how to carefully handle small knives. They practise cutting up their own fruit independently and spread butter on their crumpets at snack time. However, other aspects of teaching children about safety, such as learning about safe screen time and online safety, are not taught to children. The childminder does ensure children are very well cared for, and they thrive in this nurturing environment.
- The childminder frequently encourages children to use recall during story times and discussions about past planned activities. She listens intently to children as

they express their ideas and uses their responses to build on existing knowledge. This helps children learn they are listened to and their views matter.

- Children have lots of opportunities to develop their gross and fine motor skills. For instance, children delight in playing in the garden, navigating how to use the see-saw with their friends. Furthermore, they demonstrate good levels of concentration as they use tweezers to pick up and count small bears in a match and sort activity. Children relish this challenge that contributes towards developing their physical skills. This helps children learn how to move their bodies in a variety of ways as well as develop the skills necessary for later handwriting.
- The childminder supports children to learn about life beyond the provision. Children are taken on regular trips and outings to find out about the natural world and the community in which they live. For example, children are provided with resources such as bug kits, binoculars and reference books. This helps capture children's interest to find out more about the world around them and build on their existing knowledge.
- The childminder and assistants go above and beyond to ensure partnership arrangements are highly effective. This includes working very closely with parents and other professionals to ensure children make the progress they are capable of. Parents speak very highly of the positive impact the care and education has on their children to prepare them well for their next stages of learning.

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 the arrangements for setting up activities so the learning needs of all children are met, particularly those that are quieter
- strengthen arrangements for developing children's understanding of safe screen time and online safety in an age-appropriate way.

Setting details

Unique reference number	EY440095
Local authority	East Sussex
Inspection number	10388708
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	0 to 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2012. She lives in Cooksbridge, East Sussex. She operates all year round, Monday to Thursday from 8am to 6pm. The childminder also cares for children before and after school. The childminder accepts funding for two-, three- and four-year-old children. The childminder works with two registered assistants.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- The inspector spoke with the childminder about the leadership and management of the provision.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 childminder and the inspector carried out a joint observation of a planned activity.
- The inspector reviewed parents' views about the setting.
- The provider showed the inspector a range of documentation including vetting checks, training certificates and other information to demonstrate the safe and smooth running of the provision.

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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