

Childminder report

Inspection date: 15 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 are exceptionally happy in this homely, nurturing setting. The childminder forms close relationships with all the children she cares for. Children show how secure they feel. They approach her readily for comfort and reassurance. They excitedly cuddle into her when she reads them stories and include her in their play.

Children demonstrate confidence and interest in trying new things. They are excited when the childminder explains the wide range of activities she has planned for the garden. These have been carefully prepared based on what the childminder knows children are interested in and enable children to develop different skills. For example, children learn new ways to fill up a small teapot during water play. The childminder shows them how to squeeze the top of a pipette, and children excitedly copy, showing patience and determination to fill the pot. The childminder praises children highly and encourages them to keep on trying when tasks are initially tricky. Children persevere as they try to handle small items, and the childminder's gentle reassurance enables them to succeed and feel proud of themselves.

Children learn to behave well. They willingly share resources and are kind and courteous to one another. Older children act as positive role models to their younger friends by showing them how to take turns and playing together happily. There is a very relaxed atmosphere evident, and the childminder organises her routine around the children's needs. She is responsive when children choose to do something different. She allows them ample time to finish what they are doing before they move on to the next activity. This enables children to understand that their choices are valued and encourages them to become confident in making independent decisions.

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

- The childminder offers a well-organised service. She regularly attends professional networking events so that she can meet other childminders and review her practice. The childminder is committed towards her own professional development and completes training to deepen her understanding of how children learn and develop. For instance, she is currently completing an approved course of training to help her understand more about children's brain development. This helps her to plan more accurately for each child's learning needs as she has a greater awareness of how children use and retain information.
- The quality of teaching is good. In the garden, children show a fascination for bugs and insects. The childminder provides relevant opportunities for children to explore nature. Children demonstrate how much they have learned as they spontaneously go to the lavender bush to look for bees, knowing that bees

collect nectar from lavender. Children gently pick stems of lavender and delight in rubbing the flower to smell the scent. The childminder makes good use of unplanned, spontaneous events to support and enrich children's learning. For instance, when children hear a cuckoo in the woods, they look up information with the childminder about cuckoos and listen to different birdsong.

- Children's communication skills are supported well. The childminder introduces new words and vocabulary as children play. When she reads stories, she reads with animation and children listen attentively and ask questions. Younger children develop confidence in using words to convey their needs, and they confidently string words together to form clear statements. The childminder listens clearly to children. She supports their good conversational skills and asks thought-provoking questions as she reads stories to encourage children to think about what might happen next.
- Overall, there are effective procedures in place to keep children safe. The childminder teaches children about possible risks and keeps them safe when they go on outings. She talks to older children, when needed, about the possible risks involved in using technology. However, she has not yet routinely planned this into her wider range of activities.
- The childminder uses topical events to help support children's learning. For example, children celebrated 'Shark Awareness Day' with a range of activities based around a shark theme. The childminder uses stories as a basis for learning and helps to promote children's love of books and stories. For example, children recently focused on the story of 'The Very Hungry Caterpillar'. At snack time, children demonstrate what they have learned and remembered as they talk about the different foods the caterpillar ate.

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:

- develop the learning experiences even further to help children become more aware of how to stay safe online.

Setting details

Unique reference number	EY459350
Local authority	East Sussex
Inspection number	10408144
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 January 2020

Information about this early years setting

The childminder registered in 2013. She lives in Hailsham, East Sussex, and offers care on Monday, Tuesday, Thursday and Friday, all year round, from 8am to 5.30pm. Funding is accepted for children from the age of nine months. The childminder holds a recognised level 4 qualification.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The childminder explained how she organises her service and how she plans for children's learning and development.
- The inspector observed the childminder interacting with the children, both indoors and outdoors, and evaluated the impact this had on the children's learning.
- The children spoke to the inspector and talked about what they enjoy doing with the childminder.
- The inspector talked to the childminder about how she keeps children safe.
- Written feedback from parents was read and 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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