

Childminder report

Inspection date: 21 January 2020

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

What is it like to attend this early years setting?

The provision is good

The childminder is kind, caring and nurturing. Children feel exceptionally comfortable and very content in his care. They settle extremely well and form strong bonds. Children are happy and are often heard laughing and giggling as they enjoy the activities. The childminder follows the children's lead, sensitively adapting activities to build on children's prior knowledge and skills.

Children focus for extended periods of time and show excellent concentration as they talk about colours and sequencing in their play. Children demonstrate positive attitudes to learning. For example, they look intently as they push string through the small holes in the middle of the bead, working hard to succeed. This enhances children's fine movements. The childminder teaches children mathematical skills well. For instance, children count out groups of items, ponder which length of string is longest and identify colours as they play.

The childminder is a very expressive communicator. He uses lots of gestures and varies the pitch and tone of his voice to excite and motivate children. Children flourish at story time, where he adds noises and sounds to the story to bring it alive. Children develop a love of books and words.

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

- The childminder has a good knowledge of the early years foundation stage curriculum, providing a broad range of activities and experiences. He gathers information from parents when children first start to help support them settling in. Furthermore, the childminder identifies experiences children have not always had the opportunity to do. For example, the childminder provides a variety of messy play experiences for children with sensory challenges.
- The childminder works incredibly well with his co-childminder. They are both reflective of the service they jointly provide and look to develop new ideas to strengthen children's learning. The childminder is very passionate about supporting children's knowledge of the world. He has adapted practice so that he uses reuseable wipes, a compost bin and various recycling bins. This helps children to learn about sustainability. To enrich the curriculum further, he wants to grow vegetables to teach children about nature and healthy cooking.
- The childminder understands the importance of training. Although he completes statutory training, such as safeguarding training, he has not identified further professional development opportunities to help raise the quality of his teaching to the highest level.
- The childminder is excellent at supporting children to play collaboratively. Children demonstrate exceptional behaviour as they naturally share and take turns. For instance, children thoroughly enjoy playing with the ball run, sharing

the balls between themselves and waiting their turn before they let their ball go.

- The childminder plays alongside children. He supports children's communication and language skills well. For example, he adds words to sentences and repeats words back to offer clarity. Although the childminder uses questions, often in his keenness to support children, he does not always allow children the time to process the question and respond. This limits opportunities for children to think of their own ideas and extend their own play further.
- The childminder skilfully supports children to develop independence skills. The childminder effortlessly gives children time and space to do things for themselves as he praises their efforts. As a result, children are superb at making their own choices in play, proudly use the potty without any need for support, dress themselves unaided and clean their hands and faces before lunch. Furthermore, children help source items before they have their nappies changed, such as finding the changing mat and holding items as they are being changed. Children are afforded a high level of responsibility as they are very well supported to understand the routine. This builds children's self-esteem.
- Parents are impressed with the childminder and speak of him being 'professional'. The childminder works well with the parents using an online system to share photographs and observations of their children's achievements. As well as this, he seeks opportunities to talk to the parents regularly as they pick their children up at the end of the day.
- The childminder and co-childminder also care for children before and after school. They provide activities which support children's personal needs. For instance, some children enjoy time playing football to release energy after their day at school, while other children are supported with their homework.

Safeguarding

The arrangements for safeguarding are effective.

Through relevant training, the childminder keeps his knowledge up to date of how to keep children safe from harm. He knows the local procedures to follow if he has any child protection concerns. The childminder knows possible signs of abuse, including those related to wider safeguarding issues, such as where children may be at risk from extremist views or exploitation. He does not allow mobile phones to be used in his home and teaches children about internet safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide opportunities and give children enough time to think and respond to questions, to further extend their thinking and language skills
- extend the programme for professional development in order to further enhance the quality of teaching, to support children's learning to the highest level.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY389630 |
| Local authority | East Sussex |
| Inspection number | 10136546 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 11 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 11 January 2016 |

Information about this early years setting

The childminder registered in 2009. He lives in Heathfield, East Sussex. He works jointly with his wife who is also a registered childminder. The childminder offers care from 8am to 6pm, Monday to Friday, all year excluding bank and family holidays.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Discussions were held with the childminder and testimonials provided by parents were taken into consideration.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the childminder.
- The inspector spoke to children during the inspection.
- The childminder and inspector discussed how the early years provision is organised and how the childminder plans the curriculum and experiences for children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020