

Childminder report

Inspection date: 3 February 2020

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

What is it like to attend this early years setting?

The provision is outstanding

Children develop fantastic relationships with the childminder, her co-minder and their assistants. They show exceptionally high levels of confidence as they lead their play with huge conviction. They decide what games they want to play and use their excellent communication skills to tell the childminder exactly what her role in their game is. She takes on the role with wonderful enthusiasm. She directs children's play with great expertise to help her install the knowledge that she wants them to learn. For example, when children instruct her to pretend to be a teacher, she puts on a funny voice and leads a discussion about the colour green. Through this, she uses fantastic techniques to help children understand the different letter sounds in the words.

Children apply great focus to their play and explorations. They test out ideas intently. They independently make ramps on which they test out a range of objects, and, after much perseverance, conclude that cars go down ramps a lot better than teddy bears.

The childminder has exceptionally high expectations of what children can achieve. She uses thorough assessments to pinpoint precisely where children's learning can be extended and to plan how to challenge children continuously. For example, she notices when children have been achieving the typical outcomes for their ages for longer periods of time and plans incisively to ensure they can reach higher targets.

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

- The childminder works extremely well with her co-minder and assistant to meet children's needs and to provide consistently high levels of care and education. Together, they promote a delightfully positive atmosphere that is full of laughter, smiles and squeals of excitement from children and babies as they make a new, wondrous discovery.
- Children become wonderfully self-assured. They are happy to voice their opinions and give suggestions about how things can be done. When the childminder leads a game involving children performing different movements in response to her commands, she asks children for their ideas about how they can move. Children eagerly share suggestions and listen respectfully to those of their peers.
- The childminder provides children with excellent opportunities to learn about differences that exist between people. They meet a vast range of people in the community, including elderly residents in a care home or neighbours who play bagpipes in the local woods. Children eagerly engage in discussions about their home lives and how these differ from their friends. They develop an extremely strong sense of who they are and what makes them unique.

- The childminder evokes in children a tremendous enjoyment of learning. She delivers all input in a fantastically exciting manner that engages children very well. For example, she reads stories in a way that ensures children become enthralled and join in with immense enthusiasm. Through the content of the story, they learn new vocabulary and explore speech sounds while having a great deal of fun.
- The childminder interacts cleverly with children to enhance their communication skills greatly. She adapts interactions expertly to meet children's differing abilities. With babies, she gains their trust and encourages eye contact before responding to the sounds they make and modelling language. Babies babble with delight when she copies the banging sounds they make, and they repeat the sound in turn. The childminder has recently developed her understanding of ways to communicate with less verbal children. As a result, she is now empowering children to learn additional ways to make their wishes heard and is teaching all children and their parents how to use signs effectively.
- The childminder carries out incisive evaluations of practice to assess how she can improve the outcomes for children even more. She discusses how her personal fascination with statistics leads her to study assessment data meticulously to learn where she can make improvements. She noticed that mathematics learning was not being carried out equally to other learning and, as a result, worked with her assistants to enhance their confidence of introducing mathematics into play. The childminder demonstrates a sheer determination to keep building on her skills and knowledge. She has recently learned useful information about how to install early literacy skills in children to build a firm foundation for future learning. She has implemented this with excellent effect.
- The childminder works exceptionally closely with parents to establish a wide understanding of children's experiences and achievements at home. From this, she knows precisely what children need to learn the most and how she can provide children with the best opportunities to meet their full potential. This may be through teaching siblings games that they can play together or by providing older siblings with time to extend their play to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates great confidence in her understanding of how to safeguard children. She understands fully the signs that may indicate that a child's welfare is at risk. She knows precisely how to protect children if a concern arises. The childminder empowers children strongly to learn how to keep themselves safe and healthy. For example, she ensures they understand and follow the robust risk assessments that are in place. This includes providing opportunities for them to remember how to move around the setting safely and how to transport resources. The childminder works closely with her assistants and co-minder to ensure that they all understand how to keep children safe.

Setting details

Unique reference number	EY427562
Local authority	East Sussex
Inspection number	10136671
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 March 2016

Information about this early years setting

The childminder registered in 2011. She works in Uckfield, East Sussex. The childminder provides care Monday to Thursday from 7am to 6pm during term times, and opens on Fridays, too, during school holidays. She holds an appropriate early years qualification. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder works with another registered childminder and two assistants.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder gave the inspector a tour of the setting, during which she discussed her ethos and how she implements it.
- The inspector spoke to one of the childminder's assistants to find out about her experiences in the setting.
- Parents' views were shared with the inspector through written references.
- The inspector observed and interacted with children. She spoke to the childminder to learn about the progress they have made.
- The childminder discussed with the inspector her views on her practice and children's learning during an observed activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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