

# Childminder report

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Inspection date: 21 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show great enjoyment and high levels of curiosity as they explore and investigate the inviting activities in the playrooms. Children are at ease with the childminder, excitedly sharing conversation about their games. As they play together, the childminder skilfully guides their learning. For example, children find pieces of foam, and they pretend these are a new type of dinosaur, naming it a "swordasaurus". The childminder asks questions which help children to extend their imagination. They think about the sound the dinosaur makes and what it might look like.

The childminder places a strong focus on developing children's independence and social skills. She provides continual opportunities for children to make choices and to plan their own play. The childminder uses an impressive range of ways to help children manage their own behaviour. This includes, for instance, the use of timers and teaching self-calming techniques. She talks to children in a calm and respectful manner. Children learn to recognise and to control their feelings. For example, they discuss photographs of emotional reactions, including some that are more difficult to express, such as scared and astonished. They copy the expressions. Children show a mature understanding of how to be kind and patient with others. They behave exceptionally well.

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

- The childminder plans a varied selection of well-organised activities across the curriculum that engage children for long periods of time. Children listen carefully and show exceptional levels of motivation and of perseverance. They show great pride in their achievement as they complete difficult jigsaw puzzles. They are well prepared for their future learning in school.
- Children are encouraged to solve problems for themselves. For example, they quickly find magnifiers to check the tiny hooks which hold a toy together. Children see how these work, and they construct secure models. They happily tidy away after themselves before starting something new.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. She gives children a range of opportunities to count and to increase their understanding of numbers. For example, they count how many toy bears they need to make the scales balance.
- The childminder helps children to build their knowledge and understanding over time. She encourages children to remember previous activities and discussions. This helps them to make connections in their learning and to remember what they have been taught. All children make good progress, including those with disadvantaged backgrounds.

- Children are excited by books, and they spontaneously practise new words and phrases they have gained from favourite stories. For example, they huff and they puff like the 'big, bad wolf' as they try to blow down their brick houses. The childminder provides a wide range of books for children to explore and uses stories often to enrich children's learning. Books reflect diversity and provide children with information about people outside of their own experiences. However, at times, the childminder does not use opportunities to help children learn about letters and the sounds they represent. Children are unable to develop their literacy skills fully.
- Children explore the natural world. For example, they enjoy visiting a local zoo, the parks and the green spaces. They plant flowers and learn to care for them. Children access outdoor spaces in all weathers, and they enjoy the fresh air and exercise. They follow excellent hygiene practices. For example, they know to wash their hands as they come indoors, and they talk about soap killing germs.
- The childminder carefully creates strong partnerships with parents. She consistently shares information with them through conversations and by sending them photographs of children's activities. She provides termly progress summaries to keep parents up to date, and she offers support, when needed, for example, with teeth cleaning.
- The childminder keeps her knowledge and skills up to date through undertaking a variety of training opportunities, including online during the Covid-19 pandemic restrictions. However, her self-evaluation process is not precisely focused to identify specific areas for improvement based on the children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of how to keep children safe. She knows the signs and symptoms which may give her cause for concern about the welfare of a child in her care. She is keenly aware of the indicators that a child might be at risk of being exposed to extreme ideas or behaviours. She knows the procedures to follow if she has any concerns. The childminder ensures the necessary checks have been carried out on all adults living or working on the premises. She provides a clean and safe environment.

## **What does the setting need to do to improve?**

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

- enhance teaching to provide more opportunities to help children link letters with the sounds they represent.
- develop the use of self-evaluation to identify the strengths and priorities for development that will have the greatest impact on improving children's good learning outcomes even further.

## Setting details

<b>Unique reference number</b>	EY556008
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10174763
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Peacehaven, East Sussex. She operates all year round from 8am to 6pm, Tuesday, Wednesday and Friday. She provides funded early education for three- and four-year-old children. The childminder has a suitable early years qualification.

## Information about this inspection

### Inspector

Sue Suleyman

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector had a tour of the areas used for childminding, and she discussed with the childminder what the childminder intends the children to learn.
- The childminder and the inspector observed the children playing, and they discussed the children's learning.
- The inspector talked to the children and the childminder throughout the inspection.
- A sample of documents were studied to check the childminder's suitability, training and qualifications.

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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