

Childminder report

Inspection date: 17 February 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's carefully organised playrooms. Children have ample space to move about, play with others or just sit quietly to read a book. Relationships between the childminder and children are good. Children listen attentively to her and their friendly interactions show that they are happy and secure. They readily include the childminder in their play.

Children are motivated and completely engaged by the exciting activities provided. They explore sensory play with curiosity and show positive attitudes to learning. Children persevere as they attempt new tasks and show pride in their achievements when they are successful. For example, they excitedly mix cooking ingredients to make 'snow' to add to the castle built earlier. Younger children develop their finger control as they carefully use droppers to add the right amount of water. Children feel and describe the textures and keep trying until it feels and looks like snow.

Children learn the skills and knowledge they may need for later stages of education. For example, even young children learn to recognise their name and the sounds that letters represent. They learn to be part of a group and consider others as they play.

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

- The childminder focusses on developing children's speech and language. Children constantly use language to express their thoughts and ideas. They recall previous events and use animated language as they play. The childminder speaks clearly and adds new vocabulary. For example, she encourages them to look at their 'reflection' in the mirror balls. This supports children's good communication skills well.
- Children show a keen interest in counting and matching sizes and shapes from a young age. For instance, two-year-old children build a tower to hide story characters. They learn about materials as they fit the magnetic blocks together and say 'one more triangle' is needed to complete the roof.
- Flexible routines of the day enable children to have time for uninterrupted play. Children benefit from meaningful learning experiences that are planned according to their interests and learning needs. They use their imagination and play creatively. For example, children eagerly use play dough, sticks and beads to make elaborate models.
- The childminder collects information from parents and knows the children well. She monitors the children's development through observation and has a clear understanding of the skills they need to learn next. The childminder shares this with parents, including a detailed check of each child's development at about

two years of age. Children make good progress from their starting points.

- The childminder is experienced. She uses feedback from parents and the support of her co-childminder, who shares the childminding space, when reflecting on her practice. The childminder makes ongoing improvements to the environment and keeps her mandatory training, such as first aid, up to date.
- The childminder is positive as she interacts with children and offers support and encouragement as they play. However, the childminder's questioning techniques do not provide consistently high levels of challenge for more-able children or fully support their thinking skills. This means that children are not able to make the highest level of progress.
- Children enjoy regular outings, such as to the park. They benefit from regular fresh air and develop their physical skills well. Children learn about the natural world as they join in forest-school activities with another childminder and her children.
- The childminder models polite, friendly and patient behaviour. Children are generally helpful and have good manners. They show a willingness to help clear up between activities. For example, they ask for a dustpan and brush to sweep up. Although the childminder talks to children about her expectations, she does not consistently reinforce this in a positive way that will encourage younger children to behave well, for example, through specific praise for good behaviour.
- The childminder promotes children's independence. For instance, she teaches children a trick to put on their coat. Children manage their own self-care very well, washing and drying their hands before eating and after using the toilet. The childminder works closely with parents to support toddlers who are ready for potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency. She completes online training to help her safeguard children and knows about the additional risks caused by COVID-19 lockdowns. The childminder has a good knowledge of the signs and symptoms of possible abuse. She understands the procedures to follow if she has any concerns about children's welfare. This includes when children may be at risk of radicalisation. The childminder supervises the children carefully. She checks that the premises are secure. Resources are very well maintained.

What does the setting need to do to improve?

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

- strengthen questioning skills to consistently extend children's thinking and provide additional challenge so that children make the best possible progress in

their learning

- provide more consistent positive support when younger children behave well, in order to reinforce expectations and help them learn how to manage their behaviour.

Setting details

Unique reference number	401848
Local authority	East Sussex
Inspection number	10136314
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 November 2015

Information about this early years setting

The childminder registered in 2000. She works in Lewes, East Sussex. The childminder operates from 9am to 2.30pm on Wednesday, Thursday and Friday, all year round. She has completed childminder training at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector was given a tour of the setting by the childminder and they discussed the curriculum provided.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The inspector viewed a sample of documents, including evidence of the childminder's suitability to work with children.
- The inspector spoke to children during the inspection.

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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