

Childminder report

Inspection date: 21 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are developing high levels of self-esteem. They are very aware of their surroundings and have a close attachment and bond with the childminder. They happily and independently explore their play space, leaving the childminder's side to explore further. The childminder acts in a calm, quiet manner, promoting reassurance and encouragement for children to develop self-awareness and self-esteem. Children play alongside each other, developing healthy relationships and friendships. They learn to share and take turns, for example rolling a ball to each other and sharing foods at snack time.

Children thoroughly enjoy experimenting with and exploring resources and play experiences with the childminder. They learn to use sounds and movements to replicate what they are playing with. This helps children to extend their understanding of the use of resources. For example, children make noises of mobile phones. They thoroughly enjoy imaginative play, using props and toys together to act out experiences they have seen at home and to develop their social skills in their play. For example, children chat confidently on mobile phones, using familiar names to chat to. The childminder introduces resources to extend their imaginations as well as to further extend their confidence. She introduces familiar toys and comforts from home. For example, the childminder encourages young children to put their comfort toys in push-along buggies to help them feel more confident in their play.

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

- Children are making good progress in all areas of learning. They explore a wealth of resources that are appropriate for their age and stage of learning. Children are excited to engage with each other and respond positively to the childminder's interaction with them. The childminder uses information from parents to introduce play linked to their interests. For example, the childminder provides play foods and the kitchen to introduce new concepts to children, such as counting, new vocabulary and colours.
- Parents make very positive comments about the care and learning their children receive in the childminder's care. They feel confident about the progress their children are making. They receive regular updates about their children's achievements. Parents receive information as to how to promote children's learning at home, helping to provide a consistent approach to children's ongoing development.
- The childminder works closely with other settings to promote a smooth transition to other educational settings where children move on to. She has close links with other professionals to ensure children settle easily and confidently.
- The childminder uses her knowledge of children's home lives to encourage

children to engage in conversation. She talks about visits to grandparents and uses role play to chat to daddy on the mobile phone. The childminder speaks to children constantly as they play. However, the childminder does not consistently support children to express themselves fully or allow them sufficient time to think and respond to the questions she asks.

- Children develop positive independence skills. They choose from a good range of healthy foods and fetch their own plates to sit at their chosen spot at the table. The childminder encourages children to try new foods and introduces new physical skills. However, on some occasions, the childminder's expectations are too high for children. For example, she encourages children to butter the toast themselves but they do not have the appropriate small-muscle coordination to fulfil this task.
- The childminder has a positive attitude towards developing her professional knowledge. She engages with other professionals to share practice and attend further training. She identifies positive practice to enhance her service. She seeks support for areas of practice she identifies she needs to strengthen, such as using information technology. Her knowledge of the children and their families provide a close continuous service for the local community.
- Children learn about keeping themselves healthy. They learn about healthy foods and access fresh air every day. The childminder encourages daily exercise, both indoors and outdoors. Children take the lead in their play, exploring movement and space to develop large-muscle groups. She works with parents to support toilet training, watching for signs to help children to progress in their understanding of personal care and hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear knowledge and understanding of her responsibility to protect children from harm. She has attended the latest training and is aware of the procedures to follow if she has a concern about a child in her care. The childminder provides a safe and secure environment for children to play, both in the house and in the garden. She assesses hazards and makes decisions about how to use their play environment safely. For example, on the day of the inspection, it was very windy following on from storms. The childminder made the decision to not take the children in the garden due to flying debris.

What does the setting need to do to improve?

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

- enhance practice to ensure that children have sufficient opportunity to think, respond and express themselves fully during interactions, in order to help them make the best progress possible

- support children further to develop independence skills in an age-appropriate way that is suitable for their stage of development.

Setting details

Unique reference number	EY556460
Local authority	East Sussex
Inspection number	10190260
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2018. She lives in Uckfield, East Sussex. She operates all year round, Monday to Friday, from 8am until 4pm.

Information about this inspection

Inspector

Claire Parnell

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to the children, to find out about their time at the setting.
- The inspector observed the quality of the education being provided and assessed the impact that this has on children's learning.
- The childminder and the inspector carried out a joint observation, during snack time.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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