

Childminder report

Inspection date: 28 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They have a good relationship with the warm, caring childminder. Children show that they feel safe and secure when they go to her readily for comfort or support. Although the childminder has made changes to her practice in response to the COVID-19 pandemic, she ensures she that still works closely with parents. This means that although parents do not come into her home as often, children still benefit from a consistent approach.

Children have great fun while they are in the childminder's care. They enjoy exploring the wide range of resources and equipment and have positive attitudes to learning. They become engrossed in tasks such as cutting a toy pizza, confidently demonstrating their physical skills. Children learn to be more independent and to do things for themselves, such as spreading toppings on their toast or washing their hands. They respond well to the childminder's gentle guidance and praise. Children cooperate well and show care and concern for others. Older children notice if those who are younger are upset. They help to clear things from the floor to make sure others do not get hurt.

Children develop a love of books and are eager to share them with the childminder. They learn new words when they talk about what happens or recall events from their own lives. The childminder has high expectations for what all children can achieve. She takes into account their interests and past experiences, to help ensure they enjoy what they do.

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

- The childminder gets to know children well. She finds out as much as she can about them before they start, so that she can support their learning straight away. The childminder quickly notices any gaps or areas where children would benefit from more practise to develop their knowledge or skills. This helps children make good progress in their development and ensures they are well prepared for future learning.
- Children behave well. They engage happily in activities and get along well with others. The childminder provides a broad range of experiences to help support their all-round development. She encourages children to practise their new skills during daily routines, such as counting out cups at snack time and talking about the colours. Children learn to name shapes such as a star and a heart while using play dough cutters.
- The childminder encourages children's language skills effectively overall. She engages them in conversations, asks questions and repeats new words. Young children eagerly copy what she says and begin to form sentences. On occasion, however, the childminder does not give children enough time to think and

respond to questions, to help further develop their communication and problem-solving skills.

- The childminder is sensitive to children's individual needs. She follows familiar routines from home when children first start, to help them feel safe and secure. The childminder teaches children simple good hygiene practices, such as washing their hands before they eat. Children understand that they need to wipe the table before mealtimes to make sure it is clean.
- There are strong partnerships with parents. The childminder keeps parents well informed through daily conversations. She regularly shares information about children's progress and the next steps for their learning. The childminder works closely with parents to help them continue children's learning at home. She recognises the importance of a consistent approach, for instance during periods when children's routine or diet is changing.
- Children benefit from interesting opportunities to learn about different people and communities. They look at photographs of other parts of the world and talk about different weather, types of houses and lifestyles. If children speak other languages at home, the childminder includes words and phrases in the setting. She encourages children to share their experiences. This helps all children to feel valued and included.
- The childminder is conscientious and committed to providing a good-quality setting. She makes that sure she keeps up to date with any changes to early years practice and continually reflects on what she does. The childminder makes use of some opportunities for professional development. However, she does not focus precisely on further extending her knowledge and teaching skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities towards the children in her care. She knows how to recognise any child protection concerns and the procedures for reporting these. The childminder supervises children closely at all times. She organises her home so that children are safe and secure, and makes thorough risk assessments of the environment. The childminder has adapted her practice to keep children safe throughout the pandemic, for example by introducing additional cleaning. Children learn to keep themselves safe. They remember that leaving toys on the floor can be dangerous and help to tidy them up.

What does the setting need to do to improve?

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

- strengthen the support for children's communication skills further, by allowing them more time to think and respond to questions

- focus professional development more precisely on continuing to raise the quality of teaching.

Setting details

Unique reference number	401830
Local authority	East Sussex
Inspection number	10226480
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 1989. She lives in the Willingdon area of Eastbourne, East Sussex. The childminder operates Monday to Thursday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Rebecca James

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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read some letters from parents and took account of their views.

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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