

# Childminder report

---

Inspection date: 27 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children have strong bonds with the childminder. Relationships are warm and trusting and children are happy, safe and secure. They know how to play collaboratively, share and take turns. For example, children are motivated and lead their own learning, devising a game whereby they take turns to throw the dice. Children are very clear about established routines, which they follow. They know to take shoes off inside and that visitors should sanitise their hands.

Children respond well to the high expectations the childminder has. They know how to behave. Where children take toys from each other, the childminder explains why it is unacceptable. This helps to remind children about appropriate behaviour. Children learn how to be independent and can manage their own personal care. They know that eating fruit and vegetables helps to make them strong. Children understand that some foods are bad for their teeth and know how to maintain good dental hygiene. They talk about visiting the dentist and sitting on the chair 'that goes up and down.'

Children benefit from wide ranging opportunities to develop their physical skills in line with their age and stage of development. They enjoy the activities available in the childminder's home. They have frequent opportunities to be active, during visits to the local park, where they also explore the natural world, and to a soft-play centre.

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

- The childminder provides effective support for children's communication and language skills. Older children have a wide vocabulary. They can use a range of different sentence structures in their speech. The childminder speaks clearly to the younger children and this helps them to pronounce words correctly. At times, the childminder does not use open-ended questions to further enhance children's critical thinking skills.
- Children learn to count accurately. They apply this learning in their play. For instance, they count and find the matching number on a car. Children can match the numeral on a domino to the correct number of spots. They can recognise common shapes in their environment. However, at times, the childminder does not provide children with opportunities to problem solve to help to extend their use of mathematical language.
- The childminder establishes what children can do when they join her setting. From there, she plans suitable activities to help children make good progress. Where there are gaps in learning, she discusses these with parents and provides appropriate activities to address these delays. If these are not successful, the childminder seeks help and advice from external professionals.

- Children have good opportunities to mark make and this helps to support their early writing skills. Young children use a range of implements to make marks, such as chalk. Older children can identify and write letters in their names. Some can write their name correctly. Children can recognise the initial sounds of letters. They use this understanding as they look at alphabet books and make the sounds they know, such as 'a' for 'ant'.
- Children show good levels of curiosity and concentration. They enjoy sharing books together. Children recall events in sequence and count the items the caterpillar eats. Using the idea from the story, they decide to gather the toy food together and have a picnic in the play tent.
- The childminder is reflective about her practice. She has attended a range of additional training to develop her skills and knowledge. The childminder has plans to engage in further professional development to help her meet the needs of the children in her care.
- When children attend other settings or transfer to school, the childminder shares information about children's learning and progress to help to ensure a consistency of care. The childminder ensures that children are well prepared for school.
- The childminder has very positive partnerships with parents. Parents are pleased with the communication they have with the childminder. They receive daily information about their child's learning and progress. Parents speak enthusiastically about the additional outings the childminder provides, such as visits to local attractions and to other groups. They recognise that these activities help to support their child's social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her premises are safe for children to use, checking them daily. She introduced strict protocols to prevent the spread of COVID-19 and continues to maintain some of these, such as regular hand sanitising. The childminder is knowledgeable about the signs and symptoms that may suggest a child is at risk of harm. If she has concerns about a child's safety or welfare, she knows who to inform and from where to seek advice. The childminder keeps her training up to date to ensure that her knowledge is current. There are appropriate measures in place to keep children safe on their regular outings or in the event of a fire.

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

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

- use open-ended questions to help to support children's critical thinking skills
- provide more opportunities for children, especially those who are older, to

engage in problem-solving activities to help to extend their learning.

## Setting details

<b>Unique reference number</b>	109052
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10214606
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 November 2016

## Information about this early years setting

The childminder registered in 1990. She lives in Polegate, East Sussex. The childminder cares for children, five days a week, from 7.30 to 6pm, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jill Thewlis

### Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The childminder and the inspector discussed the activities available for children and how they support children's learning.
- The inspector reviewed written documentation, relating to suitability, record keeping and safeguarding.
- At suitable intervals, the inspector held discussions with the childminder about her understanding of safeguarding issues.
- The inspector read the written comments provided by parents and spoke to the children. Their views were taken into consideration.
- The inspector and the childminder jointly observed children at play, discussed the learning that took place and how it could be further enhanced.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022