

Childminder report

Inspection date:

28 September 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 benefit from the childminder's kind and caring nature. Toddlers settle quickly in this engaging and carefully thought out environment. Children enjoy exploring the good range of activities, planned carefully to help children learn and develop well. They respond well to the childminder's supportive attention. Toddlers happily include her in their play. For example, they laugh with excitement as they see the childminder 'big' and 'little' through binoculars. The childminder supports this learning by repeating the key words and suggests they look for birds in the garden.

Children develop good concentration skills. For instance, toddlers control their finger muscles as they try to post uncooked spaghetti sticks through holes. The childminder asks questions to help them think whether they need a short or long piece. Toddlers learn new vocabulary, such as 'disappear'. They persevere and enjoy a sense of pride when they succeed.

Children access a wider range of learning opportunities through daily outings into the local area and community. They regularly visit toddler groups, where they learn to interact with different people. Children enjoy different activities, such as creative or water play to extend their learning further. They develop physical skills as they walk the childminder's dog and attend a music and movement group.

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

- The experienced childminder uses settling sessions well to find out about children before they start. She organises her setting to provide activities that meet her current children's interests and learning needs. For example, toddlers confidently access toys they need and follow their own play ideas. Practical daily routines, such as taking off their shoes or sitting at the table for a snack, help children begin to learn independence. Children make good progress and are well prepared for the next stage of education.
- The childminder provides numerous opportunities for children to develop good speech and language skills. She narrates their play and reinforces speech sounds with clear and correct repetition. She encourages children to express their choices and join in conversation as they play. Children learn to listen and quickly become confident communicators.
- The childminder uses spontaneous and planned activities with ease to support children's learning of mathematical concepts. She understands how young children learn. For example, children have opportunities to repeat and remember previous learning. They use visual resources to count, match and explore shape and size. The childminder provides toy ducks to move as they count and enjoy the song 'Five Little Ducks'.

- The childminder observes children's play and adds questions or suggestions to extend their learning. However, at times, the childminder introduces too many new ideas or challenges at once. As a result, younger children become confused and do not learn as much as they could.
- The childminder promotes healthy lifestyles. For example, she discusses healthy food choices with children as they feed their dolls pretend food. The childminder understands the benefits of regular sleep times for babies and ensures they can sleep when needed. She teaches children good hygiene practices, such as washing hands before eating.
- Children follow the childminder's role modelling of respectful behaviour. They demonstrate good levels of self-esteem and show positive attitudes to learning. However, the childminder mostly uses praise with out explanation. This does not help toddlers understand her expectations and consistently reinforce their good behaviour.
- The childminder builds secure relationships with parents and other professionals, such as teachers at the local school. She offers ideas to help parents understand their children's learning and supports with issues such as toilet training. Parents report that they appreciate her good care and feel their children learn a great deal from outings she offers.
- The childminder knows her strengths and is keen to continuously improve her practice. She shares new ideas with other childminders and listens to parent's feedback. The childminder accesses numerous training courses and other useful information online to consistently update her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder explains her good understanding of how to safeguard children. She accesses regular training to help keep her child protection knowledge up to date. The childminder knows who to contact if she has concerns about a child's welfare or if an allegation is made against her. The childminder completes regular first-aid training and knows what to do in a medical emergency. She carefully cuts up fruit and food into manageable pieces to avoid choking hazards. The childminder carries out regular checks to help ensure her premises are safe and well maintained, including areas used by her dog.

What does the setting need to do to improve?

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

- strengthen good teaching skills further to help ensure new ideas or challenges are consistently introduced in an appropriate way for younger children
- consistently reinforce expectations with clear explanations to further support children's understanding of when they are behaving well.

Setting details

Unique reference number	105365
Local authority	East Sussex
Inspection number	10228115
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 1994. She lives in Eastbourne, East Sussex. The childminder provides care every day from 8am to 5pm, throughout the year. The childminder has a suitable level 3 qualification.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector read feedback from some parents and took their views into account.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with children.

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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