

Childminder report

Inspection date: 7 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enter the childminder's home with excitement and immediately engage in activities that the childminder has put out for them. They play exceptionally well together. Older children care for younger children and share toys and take turns with resources. For example, they kindly say, 'you have it now, it's your turn.' Children choose activities from the well-organised environment. They enjoy the broad range of experiences that the childminder provides for them, such as collecting eggs from the chickens and growing vegetables in the large garden.

Younger children demonstrate perseverance as they negotiate climbing frames under the watchful eye of the childminder. They beam with pride, displaying a sense of achievement as they climb to the top. Children are motivated to learn as they confidently problem-solve to find a bigger pot to transport sand and water. They invite the childminder into their play and do not hesitate to ask for support if they need it. Children show good imagination as they use keys to open a cap to put 'petrol in the car'. The childminder responds to ideas swiftly in order to successfully extend their learning.

Children demonstrate that they are aware of the high expectations that the childminder has for them. For example, they respond immediately when the childminder asks them to stop playing and tidy away the toys. They quickly store the toys away and cheer, saying 'all tidy, look!' They welcome praise from the childminder, which helps to raise their self-esteem and confidence.

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

- The childminder understands how to support children's learning through a wide range of exciting opportunities. Children enjoy their time with the childminder and readily approach her for cuddles and warm reassurance. This demonstrates that they feel safe and secure in the childminder's care.
- The childminder monitors children's progress carefully and quickly identifies any delays in their learning. She invites professionals into her home, such as physiotherapists, in order to fully support children in her care. Information is shared with parents and other professionals so that children receive appropriate and timely support.
- Partnerships with parents are exceptionally strong. The childminder provides information daily that covers what children are learning. Parents mention that they feel extremely well supported by the childminder. They comment that they are thankful for her knowledge when liaising with other professionals.
- The childminder focuses her professional development on areas that children need to develop. For example, she is currently receiving training on how to target support for the youngest children that she cares for. As a result, she is

able to identify gaps in children's development and improve their outcomes.

- Children learn about the wider community when they visit local areas, such as parks and the nearby beach. They regularly attend a childminder's group during which they mix with other children. This helps to support their socialisation skills from a very young age.
- The childminder has an in-depth understanding of what children need to learn next. This helps her to provide a range of stimulating activities to ensure that the children make progress. However, during group activities, the childminder does not consistently adapt to cater for the youngest children's emerging interests. As a result, some younger children lose interest in their learning. This does not support children in developing their concentration and attention spans.
- The childminder plans a broad and balanced curriculum, with a particular focus on supporting children's emerging language. However, there are occasions when the childminder does not maximise opportunities to help some children to develop their early communication skills.
- The childminder encourages children to adopt healthy practices. Children enjoy eating a range of healthy snacks, such as bananas and grapes. They are encouraged to drink water regularly and know that before they eat, they must wash their hands. Children are taught about oral health during regular discussions and activities.
- The childminder provides targeted activities for individual children. For instance, she introduces a threading game to help develop children's fine motor muscles. Children are gently encouraged not to give up, and they positively beam and exclaim 'I did it!' when they are successful. As a result, children have high self-esteem and are extremely resilient.
- The childminder supports children to learn about mathematical skills as they play. Children count their brush strokes as they paint and learn about concepts such as 'full' and 'empty' when playing in the sand. Children mention that a bucket of water is 'too heavy' to carry and competently count the cars that they are playing with as they hand them to the inspector.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and fully understands her responsibilities to keep children safe. She has an excellent awareness of the signs and symptoms of abuse, female genital mutilation and extreme behaviours and views. The childminder knows how to respond should she have concerns about the welfare of a child. The childminder talks to parents about how to keep their children safe when using electronic devices. She supervises children vigilantly and ensures that activities in the home and on outings are risk assessed to help minimise any hazards to the children.

What does the setting need to do to improve?

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

- adapt activities to fully support the youngest children's emerging interests in order to further extend their learning
- build on the communication and language interactions with the youngest children to ensure that they make the best possible progress with their speech and language development.

Setting details

Unique reference number	505725
Local authority	East Sussex
Inspection number	10228296
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2000. She lives in Peacehaven, East Sussex. The childminder cares for children Tuesday to Friday, from 7.30am to 6pm, for most of the year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

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 setting.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the children and the childminder.
- Parents shared their written and verbal views with the inspector.
- The childminder and the inspector completed a learning walk together.
- The childminder showed the inspector the areas of her home that are used for childcare.
- The inspector looked at a range of documents and checked evidence of the suitability of others living in the childminder's home.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022