

Childminder report

Inspection date: 9 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 thrive in this homely setting. The support for children's personal development is exceptional. Following the COVID-19 pandemic, the childminder recognised that some children needed additional support in separating from parents and forming positive relationships with other adults and children. The childminder has worked hard to support this, and children's well-being is of paramount importance to her. Babies and toddlers now rapidly form extremely close attachments to the childminder and her assistant. When they arrive in the morning, children reach out to the childminder for cuddles, and immediately settle into her care. Children demonstrate how safe and secure they feel. They look to the childminder and her assistant for guidance and reassurance, and are confident to explore independently.

The childminder is dedicated to every child. She has high expectations of herself and supports children's learning and development very well. Children make good levels of progress across all areas of learning, particularly in their communication and language development.

Children behave well. The childminder is kind and courteous in her interactions with the children. She teaches them how to respect one another and be aware of each other's different needs. From a very young age, children learn how to share, take turns and form positive relationships with each other.

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

- The childminder and her assistant teach children well. They utilise opportunities well to promote children's learning and to broaden their interests and ideas. For example, children grow and cultivate their own fruits and vegetables, and develop a keen interest in healthy eating. They observe seasonal change and are interested in the natural environment. For example, on the day of inspection, the older children were fascinated by the frost that had appeared overnight. They showed curiosity as they observed the ice that had formed and worked out how it might melt based on their previous learning experiences.
- Children's mathematical skills are supported well. For example, children learn to count and calculate as part of daily activities. They sing number rhymes and count objects as they play. They begin to work out simple mathematical problems, for instance, as they estimate how many fat balls will fit in each bird feeder as they fill them. Older children begin to use numbers confidently and show a good awareness of number value.
- Children develop an exceptional level of confidence and resilience for their age. Both the childminder and her assistant continually inspire children and empower them to achieve. For example, they help children to frequently practise everyday

tasks so that they can instantly do these independently, without needing adult support. Children receive high levels of praise and acknowledgement for their achievements and this gives them confidence to take on new tasks and be motivated to try hard. These skills support children well for future learning and starting school.

- The childminder organises her service well. She is highly respected by parents and she works tirelessly to involve them in their children's care, learning and development. Parents praise the homely environment and note the levels of progress their children make from a very young age.
- The childminder uses the outside learning environment particularly well to enrich children's learning experiences. For example, children frequently use the childminder's garden where they benefit from extensive opportunities to climb, develop balance and coordination, and practise a range of skills, such as digging and early writing skills. Very occasionally, the activities offered to children inside, offer less creativity and opportunities for children to be imaginative and explore more freely.
- The childminder plans a curriculum that allows children to play, experiment and become active learners. For instance, children regularly visit the local woodland and take part in activities, such as tree climbing, paddling in the stream and collecting natural items to support their creative work. For example, children have been collecting sticks from their recent visits to the woodland to make a Christmas tree, and decorate it with home-made clay decorations. These activities enable children to become fully involved in their learning and to recall their favourite experiences.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is given the highest priority. Both the childminder and her assistant are fully aware of the signs and indicators that may suggest a child is at risk. They implement relevant procedures when needed and act promptly if they have concerns about a child. Children are supervised closely at all times. Both the childminder and her assistant actively teach children about safety levels. For example, children learn how to climb trees safely, starting on trees in the garden with branches at low level, so that children gain confidence in their own abilities before taking on those with more challenge.

What does the setting need to do to improve?

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

- review the provision of resources inside to enable children to have greater access to a good balance of open-ended activities, which maximises their learning, creativity and exploration.

Setting details

Unique reference number	EY464527
Local authority	East Sussex
Inspection number	10228832
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in Uckfield, East Sussex and works with her partner, who is her registered assistant. The childminder cares for children Monday to Friday, throughout the year, from 8am to 5pm. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Jo Caswell

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 provider.
- The childminder spoke to the inspector about children's development and how she makes sure every child is making progress in their learning.
- The inspector checked the premises to make sure they are safe, and talked to the childminder about how she plans her daily routine to meet children's different learning needs.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector talked to the childminder's assistant about his role in teaching children and how he ensures children are consistently kept safe.
- The written feedback supplied by parents was read and taken into consideration.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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