

Childminder report

Inspection date: 23 February 2023

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 form close relationships with the attentive childminder. They know what she expects and follow her gentle instructions. Children behave well and play together kindly and include babies in their activities. They choose their own activities, share ideas and equipment. For example, children enjoy building towers with bricks. They measure the tower heights against each other, excitedly knock them down and rebuild. Children move on to make different shaped houses. They persevere and discover triangle shapes stand up well. Learning is extended by the childminder as she reinforces counting and shapes. She links the children's ideas to a story. Children and babies listen carefully as she reads the 'Three Little Pigs'. They join in the familiar story and compare their buildings to the pigs' houses.

Children benefit from the childminder's focus on preparing them for the next stage of their education in nursery or school. They quickly develop good self-care and independence skills that are taught in small achievable steps. Older children use the toilet unaided and know they wash their hands to 'remove invisible germs'. Even toddlers try hard to put on their own boots to go outside. Children enjoy a wide range of exciting outdoor trips that expand their experience of the world around them. For example, they go to watch the piglets in the nearby farm and meet a more diverse group of children at the park and playgroup.

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

- The childminder has a caring and friendly manner. Babies and children settle quickly and enjoy her company. The childminder notices if babies need to sleep or children are hungry. She responds quickly to meet their needs and helps them to recognise how they are feeling. The childminder consistently supports children's emotional and physical well-being. Children show they feel safe and happy in her welcoming home.
- The childminder finds out what babies and children can do already and what they like to play with before they start. She continuously monitors children's progress carefully. The childminder knows what babies and children need to learn next. She uses this information to build on their existing skills and celebrates every child's achievements. However, at times, the childminder moves children on to another activity before they have fully explored their learning. As a result, children do not consistently learn to concentrate and complete a task.
- The experienced childminder understands the sequence of children's development. For example, babies have opportunities to strengthen their fingers as they complete peg puzzles or explore paint. Children develop arm movements needed for writing by drawing outside with chalks. They match the letters of their name and are pleased when they can write them in the correct order. Babies and children generally make good progress in their learning and

development.

- The childminder uses singing well to support children's language and literacy. She has a selection of props to encourage younger children's attention. For example, babies and children confidently choose a song to sing, such as 'Five Little Ducks', by finding the puppets to hold and make the actions. They learn new vocabulary and are fully engaged. However, at times, the childminder uses sentences that are too long for babies to follow. This does not fully support their emerging speech and understanding of language.
- Children are actively encouraged to develop healthy lifestyles. For instance, the childminder provides snacks that include fruits, such as blueberries and melon, to encourage children to try tastes that may be new to them. Children learn about good oral health and how to brush their teeth using their own toothbrush. They benefit from the fresh air and exercise daily in the garden and on outings.
- The childminder forms trusting relationships with parents. She provides advice to help parents support children's development, for toilet training or the use of dummies for instance. Parents praise her care of the children and feel well informed about children's progress. The childminder regularly shares children's achievements and photos of their experiences.
- The childminder seeks to gain new knowledge linked to improving children's outcomes even further. For example, she has committed to a series of training sessions to help improve her knowledge of how to help children's speech and language. She has already actioned ideas learned from the first session regarding the use of stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the signs that may show a child needs help and knows the relevant agencies to contact for guidance or to make a referral. The childminder completes regular training to update her knowledge and understanding of safeguarding issues and first aid. The childminder's home is clean, well maintained and secure. She carries out risk assessments to minimise hazards, checking her garden is safe, for instance, before the children use it. The childminder supervises children carefully, especially when they interact with her pets.

What does the setting need to do to improve?

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

- review the implementation of activities to help provide opportunities for children to concentrate and fully extend their learning
- strengthen teaching skills further, to better support babies' emerging speech.

Setting details

Unique reference number	EY311111
Local authority	East Sussex
Inspection number	10265040
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	12
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Peacehaven, East Sussex, and provides care between 7am and 3.30pm each weekday, all year around. She holds a level 3 childcare qualification. The childminder receives funding for free education for children aged two, three and four years.

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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation, including confirmation of her first-aid training and qualifications.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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