

Childminder report

Inspection date: 11 May 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 feel safe and secure in the childminder's home. They form strong bonds with the childminder, which enables them to explore and play knowing that she is close by to support them. For instance, when an unfamiliar visitor comes to the home, the children are confident in their presence. Children's emotional well-being is a priority for the childminder. Children behave extremely well. They help the childminder to tidy away toys and they show respect for the resources. The childminder demonstrates a calm and warm demeanour and this has an impact on the way children behave.

Children persevere during activities. For example, they attempt a tricky puzzle and manoeuvre the pieces to fit. They beam when the childminder praises them for not giving up. This helps to raise children's self-esteem and confidence. The childminder has identified the areas in which children have been affected by the recent COVID-19 pandemic. These include children's social skills, independence and communication. The childminder has worked hard on supporting children's emotional health and providing opportunities for them to play with others. As a result of this targeted approach, children are now doing well in those areas. For example, they have become more confident around others, increased their vocabulary and become more independent.

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

- Partnership with parents is strong. The childminder communicates using regular newsletters and daily conversations. She gathers detailed information about children before they start and discusses children's development and progress with their families. She uses the information provided by parents to plan exciting and educational activities for children, based on their current interests. Parents appreciate the attentive care and quality education that the childminder gives to their children.
- Children learn about the importance of a healthy and active lifestyle. They enjoy a range of healthy foods and snacks. The childminder uses play activities to teach children about the importance of looking after teeth. Children visit the dentist to familiarise themselves with a dental practice. They enjoy plenty of outside activities in the fresh air. For example, children visit local parks and woodlands and play in the childminder's garden.
- Children's literacy skills are well supported by the childminder. Children engage in mark-making activities with high levels of concentration and experiment with a selection of different writing tools, such as paintbrushes and water pens. The childminder shares new words with children as they play. For instance, she uses words to describe the textured marks they make with paint, such as 'bumpy' and 'smooth'. Children begin to understand that print carries meaning.

- Children develop a love of stories. They are excited to choose several books and then cuddle up with the childminder for an interactive story time. When the childminder poses a question, such as 'Can you tell me what will happen next?', children point to the pictures and respond. When she asks what a character likes to eat, they gleefully exclaim 'Spaghetti!'
- Children benefit from a range of stimulating activities. The childminder plays alongside children and provides a narrative to encourage their understanding. However, there are occasions when the childminder does not use the correct word to identify toys, such as animals. This mispronunciation can be confusing for children who are learning new vocabulary.
- The childminder takes into consideration children's interests when planning activities. For example, children dress up as doctors and nurses and role play at making the 'babies' better. They use toothbrushes to brush the dolls' teeth. However, on occasion, the childminder does not use these play activities to fully explain what children are supposed to be learning. For example, she does not always show children how to use the resources purposefully so that they can get the most out of the experience.
- Children learn about the diverse around them, including the many cultures that are represented in Britain. The childminder's resources and books reflect a positive image of different beliefs and disabilities. For example, children play with small-world figures with wheelchairs and other mobility aids. This helps to prepare children for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She can recognise the potential signs and symptoms that may lead to a concern about a child's welfare, including the dangers of extreme views and behaviours. The childminder supervises children effectively and ensures that her home is safe and secure. Children learn how to walk sensibly and cross the road safely when on local outings. The childminder ensures that suitability checks have been carried out on all other adults living on the premises.

What does the setting need to do to improve?

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

- ensure the correct pronunciation of words when talking to children
- develop an understanding of how to improve explanations of activities to make play experiences more purposeful.

Setting details

Unique reference number	109156
Local authority	East Sussex
Inspection number	10264761
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 2
Total number of places	2
Number of children on roll	2
Date of previous inspection	26 June 2017

Information about this early years setting

The childminder registered in 1998. She lives in Uckfield, East Sussex. The childminder cares for children from 9am to 5pm, Monday to Friday, all year round.

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 childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the childminding provision where children play and eat, and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The inspector observed a range of activities and interactions between the childminder and the children to evaluate the quality of education.
- The childminder provided the inspector with a sample of relevant documents on request, including evidence of her suitability and the suitability of household members.
- The inspector took parents' and children's views on the childminder's provision into account.

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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