

Childminder report

Inspection date: 2 August 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 show they are happy and settled in the childminder's care. They approach her confidently for cuddles and reassurance and snuggle up with her to listen to stories. The childminder knows children very well. She takes account of what they are interested in and plans suitable activities. She supports children's learning well. For example, she extends older children's interests in numbers, colours and shapes through fun activities, songs and games. Children demonstrate how much they enjoy this. The childminder gently supports children to take on more challenge, such as counting beyond 20. She claps and cheers enthusiastically when children achieve this.

Children behave well. The childminder is kind, caring and respectful. She teaches children how to share, take turns and look after resources. Children respond well and develop positive relationships with others. For example, they learn to wait their turn as they start to play board games, such as dominoes. Children's emotional needs are met well. The childminder offers plenty of praise and reassurance. She encourages them to try new things and develop new skills. For example, a child cried out enthusiastically, 'Yes, I did it!' when they successfully turned the puzzle pieces around and made them fit.

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

- The childminder offers a professional service. She keeps her skills up to date and regularly undertakes training to enhance her practice. For example, she recently completed a course to help her understand how to support children with autism. She is highly experienced and meets regularly with other childminders to share best practice and professional knowledge.
- Teaching is good. The childminder uses everyday activities to promote children's learning. For example, children thoroughly enjoy rummaging in a basket full of props to support their favourite songs. Children play imaginatively with puppets, as they sing familiar rhymes and join in with actions. These practical activities help to promote children's language skills well. Younger children make their needs clearly understood. The childminder fully understands the emerging conversational skills of toddlers particularly well, as they attempt to form sentences.
- The childminder plans her curriculum well. She regularly takes children out to places of interest to support learning. For example, they visit local farms, toddler groups, parks and garden centres to enrich their experiences. Children recall these outings excitedly. They talk about the dinosaurs they saw at the garden centre and the activities they enjoy at toddler groups with other children.
- Children develop important skills they need for future learning. They learn to be patient, persevere and be motivated to keep on trying. The childminder offers

gentle support and reassurance to promote these skills. For example, when a child attempted to complete a new activity for the first time, they confidently asked the childminder for help.

- The childminder works closely with parents and offers a flexible service to meet their needs. Parents obtain regular information about what children are learning so they can support these interests at home. Sometimes, however, information is not always shared about working together to support children's care needs. For example, the routines children follow when toilet training are sometimes inconsistent.
- Children's differing care and learning needs are met well. The childminder understands how each child prefers to play and learn, and offers plenty of individual choice. She responds positively when children make their own decisions and respects each child's ideas. This supports children's sense of self and helps them to feel listened to and valued. For example, she responds with excitement when children bring her different stories to read together and acknowledges the choices they make.
- The childminder promotes children's development well. She fully understands their different dietary needs and ensures children drink water regularly to stay hydrated. There are plenty of opportunities within the daily routine for children to be physically active. For instance, they practise a range of movements, such as climbing, balancing and using wheeled toys to support their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children and keeping them safe. She makes sure her home and garden are secure and she regularly completes risk assessments for all outings. She teaches children about staying safe, particularly when in public places. The childminder has a good understanding of safeguarding arrangements and completes relevant training. She is fully aware of the procedures she must follow if she has concerns about a child, or if an allegation is made against her or her husband. The childminder pays good attention within the home to promoting children's safety.

What does the setting need to do to improve?

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

- improve partnerships with parents to ensure that children follow consistent care routines, particularly when starting toilet training.

Setting details

Unique reference number	EY406954
Local authority	East Sussex
Inspection number	10280176
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 August 2017

Information about this early years setting

The childminder registered in 2010. She lives in Crowborough, East Sussex, and offers care from 7.30am to 5.30pm, Monday to Friday, all year round. Funding is accepted for the provision of free early years education for children aged two, three and four years.

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 childminder discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure that those are safe and suitable.
- The inspector talked to the childminder about how they plan for children's learning and check all children are making progress.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector looked at a sample of documentation, including the childminder's first-aid certificate.

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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