

Childminder report

Inspection date: 18 September 2023

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

The childminder has embedded routines securely into the daily experiences that children have at her setting. Older children instinctively join in with little guidance from the childminder, which demonstrates the familiarity of these practised routines. These include tidying up when the childminder asks them to, participating in mealtime routines and dressing themselves when they move between the indoor and outdoor spaces. This enables children to know what is expected of them and promotes positive behaviour. When children need support to share the resources, the childminder gently guides them to a solution. This provides children with opportunities to develop an understanding of how to resolve conflicts for themselves.

New children settle in well with the childminder. She ensures that she gives them her full attention during 'laptime' activities. This gives children important face-to-face contact that helps them to build secure bonds with her. During these activities, the childminder sings songs with movement, and this captures children's interests. Children respond by trying to copy the childminder, and this supports them to develop their communication and language skills. Children show their ability to concentrate and remain focused. The childminder includes counting songs, which help promote children's understanding of number sequences.

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

- The childminder implements effective methods to help prepare children for when they start school. For instance, she makes good use of repetition to help children to acquire important skills. She regularly reminds children to wash their hands throughout the session so that they learn to manage their own self-care routines. This enables children to grow in their independence.
- Children develop their social skills as they work together to make animal homes. They take turns to arrange sticks on the ground and discuss where these should go. Children enjoy showing the childminder what they have made, and she suggests different woodland animals that could live in their creation. This helps children to make sense of their world around them.
- The childminder gathers detailed information about children before they start and during their time with her. She spends time meeting with all parents and their children, including those with special educational needs and/or disabilities. This enables the childminder to discuss and observe children so that she can adapt her care, in order to meet their individual needs. As such, she plans a stimulating and appropriately challenging curriculum based on their individual circumstances and interests.
- The childminder's new assistant supervises children during activities. However, at times, she lacks engagement and watches silently as children interact with

their surroundings. This means that, on occasion, children do not consistently benefit from meaningful and purposeful learning opportunities.

- The childminder supports children to take appropriate risks. Physically able children enjoy climbing trees independently. When the childminder asks them to get down, they listen to the instructions given to them and respond appropriately. Children problem solve as they work out a safe height to jump down or make their way to the rope ladder. The childminder and her assistant provide non-walking children with regular opportunities to bear weight on their feet. This helps to strengthen their large muscles and supports them to learn how to walk.
- Parents are very happy with the care that the childminder provides for their children. They appreciate the time she takes to get to know each family and she works with them to ensure that children have a smooth transition to her setting. Parents recognise the skills that their children learn with the childminder and that they transfer to home, such as tidying up after themselves. Parents are well informed about their child's progress, and the childminder gives them ideas to support their learning at home, particularly over the school holidays. This helps children to continue with their learning so that they make good progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant both have robust safeguarding knowledge. They recognise the signs and symptoms of abuse. They know the procedures to follow if they have concerns about any of the children or the suitability of the adults working with the children. The childminder does a daily risk assessment of the premises to ensure that it is safe for children. She helps children to develop an understanding of how to manage risks for themselves. The childminder and her assistant supervise the children effectively. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen coaching and support for assistants so that they have a clear understanding of their role and responsibilities.

Setting details

Unique reference number	EY461417
Local authority	East Sussex
Inspection number	10305725
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	12
Number of children on roll	4
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2013. She operates her childminding provision, known as 'Robin's Nest', within the grounds of Emerson College, in Forest Row, East Sussex. The childminder works with one assistant and follows the Waldorf Steiner principles of education. She operates term time only, from 8.30am to 1pm, Mondays and Tuesdays, and from 8.30am to 3pm on Wednesdays. The childminder is qualified to level 3.

Information about this inspection

Inspector

Hayley Kiely

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 childminder.
- The childminder completed a learning walk with the inspector and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the childminder with the inspector.

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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