

Childminder report

Inspection date: 15 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming, homely environment. The childminder has a very kind and caring manner. She interacts with children in a gentle way and helps them to feel safe and secure. Babies flourish in her care. They respond happily to the childminder's engagement with them. For example, when babies gaze at themselves in a small mirror, the childminder cuddles them closely and points out their different facial features. She uses simple words as she points to 'eyes', 'nose' and 'hair', and babies respond by smiling at her and maintaining their interest.

Children behave well, as the childminder sets clear expectations. She encourages children to form friendships with others and to listen and respect what their peers do and say. There are simple house rules that are displayed with pictures so that children remember what is expected and follow these easily.

The childminder knows the children well. She plans activities she knows will interest them and build on their learning. This enables children to develop their knowledge and continue to make good progress in their learning and development. For example, children become increasingly confident in taking care of their own needs. The childminder works closely with parents and makes routines, such as toilet training, fun so that children quickly become ready for the next stage in their learning.

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

- The childminder uses daily routine activities and the changing seasons to fully support children's learning and development. For example, as part of the current topic of autumn, children learn about what happens in the natural environment at this time of year. They go to the woods to collect conkers and find coloured leaves. The childminder provides objects depicting the season for children to look at and study closely to encourage their learning. For example, she displays a picture showing the inside of a pumpkin and teaches children the different parts, such as 'pulp', 'skin' and 'seeds'. This helps to broaden children's knowledge and use of a wider range of words.
- Teaching is good, and the childminder knows the children's individual next steps well. She plans for this carefully. For example, she fully understands the developmental stages babies progress through before they are ready for walking and standing unaided. She provides time for children to practise the relevant skills they need. She skilfully places objects for babies to reach out for and explore during 'tummy time'. Babies learn to roll over and sit up unaided as the childminder supports them to manage this in a caring, gentle and nurturing way. Babies respond positively and beam with delight when they achieve something new.

- The childminder delivers a well-designed curriculum. She has a strong focus on outdoor learning and offers children plenty of opportunities to explore the natural environment. Children visit the beach, forest and local farmland regularly. The childminder helps children study nature. She teaches children where to find specific fungi and learn their individual names. Older children remember these complex names. They demonstrate how much they have understood as they confidently identify and name different fungi in books and pictures.
- The childminder offers a professional service. She has embarked on a programme of regular training to increase her skills and knowledge. She regularly reflects on her practice and has high expectations for what she wants to achieve. However, she has not yet fully developed some aspects of her programme, such as support for children's oral health. Systems are in place to address these areas but it is too soon to fully measure the impact this enhanced level of provision has on children's learning overall.
- The childminder has a clear vision. She creates an environment where 'children eat knowledge, ready to grow their wings and fly off to their next adventure.' She plans her provision well so that children become active, curious and confident learners. The childminder makes sure any gaps in their learning close before they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which puts children's interests first.

What does the setting need to do to improve?

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

- develop further the use of professional development opportunities to continue to enrich the curriculum and strengthen the quality of teaching.

Setting details

Unique reference number	2677545
Local authority	East Sussex
Inspection number	10360097
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	0 to 8
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Seaford, East Sussex. The childminder provides care Monday to Friday, from 7.30am to 5.30pm, term time only. She provides funded early years education for children aged from nine months.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector talked to the childminder about how they keep children safe and plan for their individual learning needs.
- The childminder explained how she organises her service and plans her early years curriculum.
- The inspector viewed the areas of the home used for childminding and checked they were safe.
- Some written feedback provided by parents was viewed.
- Children interacted with the inspector during the visit.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024