

Childminder report

Inspection date: 20 January 2022

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 have warm and affectionate bonds with the kind and caring childminder. They are happy and relaxed in her care. Children are motivated to learn and independently explore the toys and play activities provided. They demonstrate good levels of perseverance and concentration. Young children are becoming confident in their play. The childminder helps children to be independent and supports young children to take part in daily routines, such as handwashing before meals. They develop good hand-to-eye coordination as they excitedly try to use the toy catapult to help the princess and her horse escape from the castle.

Children's early writing skills are developing well. They use a variety of tools to make marks, manipulate play dough and cut out shapes. This helps to strengthen the muscles in their fingers. Children behave well and show a good understanding of rules and boundaries, such as sharing modelling tools. They listen to instructions, such as not stroking dogs they meet outside. Children enjoy fresh air and exercise in the nearby woods. They have fun balancing, jumping and climbing on the low lying branches, which helps to develop their physical skills.

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

- The childminder has strong partnerships with parents. She works with them to establish what children can and cannot do when they start with her. Their written comments note that their children settle quickly into the setting. Parents state that they feel well informed about their children's learning and progress. They are provided with advice about how they can support their child's learning at home. Resources are available for parents to borrow, such as books. Parents are confident that their children are safe and secure and are very pleased with the service the childminder provides.
- Children's communication and language skills are supported effectively. The childminder speaks clearly to children. She helps them to pronounce words and sentences accurately.
- Children enjoy reading stories with the childminder. They carefully turn the pages and observe what is happening on each page. They comment on how the characters are feeling at different times in the story. Children concentrate and follow the story to the end. At times, the childminder does not give children enough time to formulate their thoughts and share their ideas, before making a suggestion.
- The childminder provides good support for children's early mathematical skills. Children learn to count accurately, to recognise numbers and the amount they represent. They learn to use correct mathematical language, such as 'longer' and 'shorter', to compare the size of the snakes they have made. Children decide to make the snakes the same size. They work with the childminder to do this.

The childminder introduces new vocabulary, such as 'equal', which extends children's understanding of mathematical language further.

- The childminder has good links with the schools children transfer to. She regularly shares information with them to enhance children's experiences and maintain continuity in their care and learning.
- The childminder demonstrates a good understanding of how to support children's progress. She establishes their starting points and plans engaging activities based on children's interests. She undertakes regular assessments to monitor their progress and provides further experiences to address any identified gaps in learning. Children make good progress.
- Children have fun playing with the toy rocket and astronauts. They laugh with delight at the noise the rocket makes as it 'takes off'.
- The childminder is a reflective practitioner. She undertakes a range of training to further improve her skills and knowledge. She has plans to further develop her setting, recognising that she can provide opportunities to build on children's individual interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and child protection, including radicalisation. She knows how to follow up any potential concerns and who to contact to seek advice. The childminder ensures that she keeps her knowledge up to date and completes regular safeguarding training. She thoroughly risk assesses her premises to help keep children safe. Children learn how to keep safe outside, such as understanding where, and how, to cross the road safely.

What does the setting need to do to improve?

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

- allow children enough time to process their thoughts, to enable them to respond to questions and express their thoughts and ideas
- build on children's individual interests, to further develop learning opportunities.

Setting details

Unique reference number	2505785
Local authority	East Sussex
Inspection number	10207756
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bexhill-on-Sea, East Sussex. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds qualified teacher status.

Information about this inspection

Inspector

Jill Thewlis

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 setting.
- The childminder spoke to the inspector about the learning intentions behind the educational activities on offer.
- At suitable times during the inspection, the inspector spoke to parents and children and took account of their views.
- The inspector observed the childminder interacting with children and discussed the learning that took place.
- The inspector viewed a range of documents relating to safeguarding and suitability.
- The childminder and the inspector discussed the childminder's understanding of her responsibilities with regard to keeping children safe at all times.

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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