

Childminder report

Inspection date: 19 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 are extremely happy, confident and settled. They are incredibly eager to join in with the interesting and highly motivating activities that the childminder plans for them. For example, children visit the beach and paddle in the sea. They confidently discuss the differences between streams and rivers. Children learn about boats and ships and discuss how they enjoyed visiting the shipwreck museum. Children learn about the environment. For instance, they have an active role in recycling and know what to recycle, and discuss what they can reuse. Children develop exceptionally good social skills. Their behaviour is impeccable and they are extremely kind and polite. For example, children help each other to complete tasks and encourage each other by saying 'you can do it'.

Children learn about healthy lifestyles. They talk about the importance of brushing their teeth and washing their hands. Children enjoy making their own healthy produce. For example, they are keen to collect blackberries to make blackberry crumble. Children have good opportunities to support the development of their physical skills. They learn to move in different ways, such as balancing on planks of wood and tyres. Children learn new skills, such as moving while wearing roller skates. Children take part in challenging activities with excellent levels of maturity. For example, they fully understand how to get safely down from rope swings and rope ladders that they confidently climb.

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

- The childminder establishes extremely secure and trusting relationships with all children. She gets to know their individual personalities incredibly well. She plans challenging activities that she knows will motivate children to learn. Children have an excellent sense of belonging and positive levels of well-being and self-worth. For example, they are ecstatic to be in the company of the childminder and smile and laugh endlessly as they interact together.
- The childminder evaluates her practice effectively. She takes into consideration the interests and ideas that she encourages the children to share with her. The childminder uses her findings to support her future plans. The childminder routinely builds on her skills and knowledge. She completes a wide range of training that is beneficial to her practice. For example, she has learned about the different ways to communicate with all children. This includes using simple signing.
- Overall, children are engaged and motivated to learn throughout their time with the childminder. They have an extremely positive attitude towards their learning. However, at times, the childminder is too quick to solve problems for children. For example, when a child asks how to make a flower wetter, the childminder quickly suggests that they get a hose. Therefore, children are not consistently

given time to be able to think about how they will solve a problem and explore if their own idea will be successful.

- The childminder establishes secure relationships with parents. She communicates with them daily and keeps them fully involved and informed. The childminder shares information about what their children have enjoyed learning and what they will be learning next. The childminder shares helpful tips and ideas with parents to support them at home. For example, she provides them with useful healthy eating advice.
- The childminder supports children to develop good communication skills. They enjoy a wide range of books and singing activities. Children are confident to communicate their ideas. For example, they act out their favourite stories. The childminder supports all children, including those with special educational needs and/or disabilities, to communicate well. For example, she consistently uses visual prompts and signing.
- Children have some good opportunities to develop a good understanding of other people from around the world. For example, they listen to music from other countries in different languages. However, the childminder does not support children to develop a better understanding of people from the wider community. For example, she currently only teaches children about a small range of festivals and events that are celebrated around the world.
- The childminder builds and maintains good partnerships with other early years professionals. She communicates regularly with staff at a setting that children also attend and shares children's next steps in their learning routinely. The childminder provides children with a good consistent approach to their shared care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She knows who to contact to seek advice and how to follow up on any potential concerns. The childminder keeps her knowledge up to date. For example, she completes regular training. The childminder completes regular risk assessments to ensure she helps to keep children safe. Children are encouraged to learn how to manage risks and keep themselves safe. For instance, during regular trips to the beach, they learn about water safety.

What does the setting need to do to improve?

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

- provide support and enough time for children to explore and solve their own problems even more consistently
- teach children about the similarities and differences of people from around the

world and wider community more extensively.

Setting details

Unique reference number	2512688
Local authority	East Sussex
Inspection number	10207819
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in St Leonards-on-Sea, East Sussex. The childminder cares for children from Monday to Friday, 8am to 6pm, all year around. The childminder receives funding to provide free early education for children aged three and four years. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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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