

Childminder report

Inspection date: 3 November 2021

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 are cared for in a warm, welcoming, safe and secure environment. They settle quickly and confidently explore the resources on offer. Children have access to a wide range of toys that match their interests and their stages of development. They build secure and trusting bonds with the childminder. Children are very happy and content. The childminder has high expectations of all children. She is a positive role model and has a consistently warm, caring approach.

Children are keen to engage with the childminder and take part in the activities she offers them. Children find out about colours and matching, as they explore pasta and coloured bowls. They confidently scoop pasta into bowls and talk about the different colours they have. The childminder regularly provides children with praise and encouragement. This supports them to feel valued and builds their self-esteem. Children behave well. They are happy and play cooperatively together. They enjoy working together, throwing beanbags into a hoop. Children congratulate each other when the beanbags land in the hoop. Children have good opportunities to develop their physical skills and play in the fresh air. They enjoy playing in the childminder's garden and taking part in yoga. Children learn how to keep themselves safe as they independently put helmets on before using scooters to manoeuvre obstacles.

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

- The childminder has a good understanding of how children learn and develop. She has strong knowledge of where children are within their learning. She works closely with parents to identify children's initial starting points and capabilities when they join. The childminder uses this information effectively to help children settle and share a positive experience from the start.
- Partnership with parents is good. The childminder provides parents with written and verbal feedback about their child's day and keeps them well informed about the progress they make. The childminder works with parents to encourage them to support their children's development at home. Parents' written comments are very complimentary about the care their children receive and the experiences they are given.
- The childminder continually talks to children, modelling language and extending their vocabulary. She asks age-appropriate questions and gives children time to respond. Children independently sing songs as they play. They confidently talk about what they are doing. For example, children talk about their favourite ice-cream flavours as they pretend to make ice-cream sundaes in the role-play house.
- The childminder swiftly identifies children's next steps in their learning. She prepares the environment with stimulating activities that support children to

make good progress. However, the childminder does not consistently use opportunities for children to count and develop the use of mathematical language in their play.

- Children have many opportunities to develop an understanding of healthy lifestyles. The childminder prepares healthy and nutritious meals, including a large range of fruit and vegetables. Children learn about good hygiene routines. They learn the importance of washing their hands before and after mealtimes. Children use soap to brush pretend teeth. They find out about the importance of looking after their teeth, as they discuss with the childminder when and how to brush their own teeth.
- The childminder listens to children and is sensitive to their individual needs. She swiftly recognises when children are tired, hungry or need a nappy change. The childminder adapts the routine to support this. Children show high levels of independence. They attempt to put their own socks and shoes on. Children enjoy helping to prepare their snack and lunch, cutting fruit and vegetables.
- Children find out about the world around them as they go on regular trips within the local community. They enjoy exploring the woods, going for autumn walks and visiting a local building site to see how houses are built.
- The childminder reflects on the activities and experiences children enjoy. For example, changing resources in line with the children's interests. She undertakes mandatory training, such as safeguarding and paediatric first aid, to keep her knowledge up to date. However, the childminder's professional development is not focused precisely enough to help her to develop her teaching skills to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She confidently identifies signs and symptoms that may indicate a child is at risk from harm. The childminder displays sound knowledge of how to report a concern. She demonstrates awareness of the wider safeguarding issues, such as radicalisation. The childminder closely supervises children well throughout the day and teaches them how to keep themselves safe at home. For example, talking to children about how to sit correctly on chairs and being careful with doors so as not to trap their fingers.

What does the setting need to do to improve?

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

- use opportunities that arise to help children develop their early mathematical language, such as about counting and shapes, even further
- focus more precisely on professional development to raise the quality of

teaching and learning to an even higher level.

Setting details

Unique reference number	2528931
Local authority	East Sussex
Inspection number	10208396
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 4
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wivelsfield, West Sussex. She provides care for children between 7.30am and 6pm each weekday, throughout the year.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- This is 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 inspector observed the childminder interacting with children. She assessed the impact of her teaching on what children know and can do and discussed her observations with the childminder.
- The inspector carried out a learning walk with the childminder and looked around the areas that are used for childcare. The childminder talked about the different activities she provides to support children's learning and development.
- Parents' views were assessed and taken into account from their written comments.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living at the premises.

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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