

Childminder report

Inspection date: 28 June 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 play happily alongside the cheerful and friendly childminder with whom they form close attachments. They spend lots of time chatting with her as they play. The childminder helps every child feel welcome, safe and special. Children demonstrate good focus and attention to their play and tasks. For example, they find plenty of different ways to use and explore wood shavings, hay and toy farm animals. They investigate carefully and share what they learn with the childminder.

Very young children seek comfort and support from the childminder. This gives them confidence to explore the toys and engage with other children. Children's behaviour is good. They learn to share, take turns and listen to one another. This helps them successfully play together, such as when they use their imaginations and build on one another's ideas during role play. Children develop their friendships well and are kind and considerate of one another.

Children begin to learn about the world around them. For instance, they have been watching caterpillars turn into butterflies and waiting for duck eggs to hatch. The childminder increases their experiences and knowledge when they visit different places. Children regularly go to the park, sensory garden and soft-play spaces, and take trips on buses. This helps children learn about their local community and gain an appreciation of the natural world.

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

- The childminder is a conscientious practitioner. She regularly speaks with other childminders to develop her ideas and support her professional development. She creates a home-from-home environment where children feel included and safe. The childminder supports children with special educational needs and/or disabilities well. She uses assessments, such as the two-year check, to ensure children continue to make good progress.
- The childminder plans activities to help children gain new skills and knowledge. She thinks about what children need to learn to become confident and capable learners for the future. She sequences learning well for younger children to support their development. However, activities are not altered significantly to fully extend learning for children who are more able and proficient.
- Children develop communication and language skills. The childminder spends time talking and listening to all children. She is good at sustaining conversations with them by encouraging them to say more. She gives children time to answer questions and reflects on what she has heard. The childminder recognises when children need more help to develop their speaking skills. However, the childminder has not fully considered how to support children who speak English as an additional language to use their home languages.

- The childminder is effective at introducing mathematical concepts into children's play. She encourages children to count, explore shapes, and to use words to describe position and size. This helps children gain secure mathematical skills.
- The childminder encourages children to become independent in their personal skills. For example, children feed themselves and take themselves to the toilet. However, the childminder sometimes misses chances to help children fully understand and develop healthy habits. For instance, older children drink juice from lidded cups. This does not promote good oral health. Children use hand gel to clean their hands after playing and before eating. Although this means hands are germ free, this does not support children to develop their skills and understanding of the importance of washing their hands.
- The childminder provides children with daily opportunities to develop and practise their physical skills. They demonstrate their balance, movement and body control when they exercise together. Children display very good fine-motor skills when they complete jigsaw puzzles, open packets of food at lunchtime and pick up small wood shavings.
- Children love books and stories. They snuggle up on the childminder's lap with books they have chosen. The childminder supports them to recall and remember what might happen next in the story. Young children point at pictures while the childminder helps them sound out new words. Children demonstrate good listening and attention skills.
- The childminder develops good partnerships with parents. She works particularly well with parents to support children's routines, medical needs and personal care. The childminder shares information about children's development and speaks with parents about how they can support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of abuse and neglect. She has a good understanding of what to do should she have any concerns about the welfare of children. She updates her safeguarding training and policies in line with local guidance. She knows how to share records in a timely way and with other professionals when required. She knows the procedures to follow should an allegation be made about her professional practice or conduct. She knows how children might be affected by issues within the community, such as county lines, grooming, and extreme views or radicalised behaviour. She assesses any risks to children when they are in her care to minimise hazards and accidents.

What does the setting need to do to improve?

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

- extend the range of activities and challenges on offer to older and more-able

children to further expand on their interests and learning

- consider ways to enhance opportunities for children to use their home language when they play and learn
- develop routines to help children understand further the importance of hygiene and making healthy choices to improve lifestyle.

Setting details

Unique reference number	2543142
Local authority	East Sussex
Inspection number	10239297
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	1 to 4
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 2020 and lives in Eastbourne, East Sussex. She cares for children from 7am to 5pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Alison Martin

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to and communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022