

Childminder report

Inspection date: 22 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in the childminder's care. They are extremely motivated to learn, and demonstrate consistently high levels of excitement and engagement in all activities. Children show exceptional levels of confidence. They are calm and friendly with visitors, and are keen to play and find out more about them. Children are extremely independent. They use knives to cut their own snack and pour their own drinks, and discuss why they need to hold the knife safely, demonstrating their understanding of personal safety.

The childminder responds to children's ideas promptly to help extend their learning. For example, she introduced personalised books and pencils to help support children's early writing skills. Children concentrate for long periods of time as they learn to thread hoops onto a pipe cleaner. Younger children pour with scoops and spread bird seed onto cardboard tubes. They respond well to encouragement and positively beam as the childminder encourages them. Children play exceptionally well together. Their behaviour is impeccable. For example, older children show kindness and cuddle younger children. They share cleaning materials as they enthusiastically tidy away after snack.

The childminder has high expectations for children. She plays skilfully alongside children, intervening when required to extend their learning at every opportunity. This is evident when the childminder adapts a marble-run game to support a child's emerging interest in posting items. Children are excellent communicators and develop new language rapidly. For example, older children learn about the sounds that letters make, and younger children learn about positional language, such as 'on' and 'off', during a self-chosen activity.

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

- Partnerships with parents are exceptional. They say that their children thrive in the childminder's care and feel confident that their children have the highest standards of care and educational opportunities. Parents comment extremely positively on their children's progress. For example, they highlight the highly effective strategies that the childminder provides to support toilet training, communication and teeth brushing. Parents speak highly about the library service that the childminder provides, and how she takes swift and highly effective action to support them when they encounter behavioural difficulties at home.
- The childminder puts children at the heart of everything she does. She constantly reflects on her provision. This helps to ensure that activities are of the highest quality and continue to excite and motivate children to learn. The childminder makes sure that children's next steps are shared with parents to

ensure continuity of care and learning at home. The childminder plans a broad and balanced curriculum that builds on what children need to learn in a sequential way. She makes sure that activities are revisited so that children's knowledge is embedded.

- The childminder attends significant amounts of training to develop her skills and knowledge to benefit children. This helps to provide targeted support so that all children make excellent progress. For example, the childminder recently completed a course on the benefits of using real photographs in story books. As a result, there has been significant improvement in the children's interest in the books that she provides. All children have developed a love of reading and use new vocabulary that enables them to communicate effectively, which means that they make rapid progress in their education.
- Children have excellent opportunities to visit the local and wider community. For example, they go to the supermarket to buy vegetables to cook a meal that a child enjoyed in a different country. The childminder plans activities around children's experiences, such as going on holiday and, as a result, children learn about other languages through role play and listening to music from around the world. Children develop an in-depth understanding of other cultures, and have experiences that enrich the childminder's already superb curriculum. They regularly visit the zoo, gardens and the seaside to gain learning experiences.
- The childminder has considered the impact of the COVID-19 pandemic on children's learning and development. As a result, she places an even sharper focus on children's language, self-help and social skills. This helps to ensure that she can swiftly identify any gaps in children's learning and make sure all children reach their full potential and make significant progress. For example, children who may not have had opportunities to mix with other children during the pandemic, take part in group language activities that contribute towards children becoming socially confident and articulate communicators. Young children engage in an activity where they look in mirrors and point to their nose, ears and hair. The childminder encourages them to talk about the things that make them unique. This helps them to develop high levels of self-assurance.
- Children's daily routines support them extremely well to become active and healthy. They are encouraged to drink lots of water and discuss why this is important. Children know how to wash their hands properly, and have plenty of opportunities for exercise indoors and outside. For example, they dance to music or chase bubbles in the garden. The childminder provides a very healthy and varied home-cooked diet, which the children help to prepare each day. She encourages discussions about oral health with the children, and shares useful strategies on oral hygiene and a healthy diet with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth awareness of the indicators of different types of abuse. She is confident in her knowledge of what may indicate that a child may be at risk, and knows exactly what to do to report any concerns. The childminder

undertakes comprehensive safeguarding training, which includes radicalisation, female genital mutilation and internet safety. She holds a current paediatric first-aid certificate. This helps her to respond to children's accidents appropriately. The childminder carries out rigorous daily risk assessments and includes the children in this process. She closely supervises children to keep them safe from any hazards.

Setting details

Unique reference number	2572874
Local authority	East Sussex
Inspection number	10239330
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Lewes, East Sussex. She operates weekdays between 8am and 6pm, all year, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at a selection of documents, including evidence of suitability checks carried out on people living at the same address.
- Children communicated with the inspector during the inspection.
- Parents' views were considered through verbal and written comments.
- The childminder showed the inspector around areas of her home that are used for childcare. She talked about the different activities that she provides to support children's learning and development.

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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