

Childminder report

Inspection date: 16 December 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 are very happy in the very welcoming home of this provider. They are confident, knowing they are safe and secure. The childminder supports children in learning how to keep themselves safe. For instance, she explains that if they lick the paint off the paper, it is likely to give them a tummy ache. Children readily choose their own resources and activities from the selection available. They behave well, understand and follow established routines. Where there are minor squabbles, the childminder gently explains the importance of being kind to our friends. Children learn to share the toys and resources. They take turns to play the musical instruments and pass each other coloured pencils. Relationships between the childminder, her assistant and the children are warm and trusting. The youngest children readily seek the support of the adults, as they practise their walking.

Children particularly enjoy sharing books with the childminder. They enthusiastically join in with repeated refrains and re-enact their favourite stories, using the props available. The childminder takes the children to the local library to borrow books and take part in activities, such as 'Rhyme Time.' They benefit from woodland walks in the fresh air, which helps to support their physical development.

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

- The childminder establishes what children can do when they join her setting. She plans suitable activities, based on children's interests, to build on their knowledge and skills. This helps them to make good progress. They remember previous learning, referring to when they saw a rainbow. They recall that there has to be both rain and sun to see a rainbow, and that it has 'lots of colours.'
- Parents are very happy with the setting and say their children look forward to attending, calling it the 'fun house.' However, parents say that they are not regularly informed about their child's specific next steps or the kind of activities they can do at home to support learning.
- The childminder and her assistant regularly discuss children's learning and progress. They identify areas where they feel each can improve, and have attended training to develop their practice. The childminder reflects on her practice and is working to improve the opportunities children have for growing their own vegetables outside.
- Children with special educational needs and/or disabilities (SEND), are well supported. The childminder seeks the support of external professionals and follows their advice. This helps to support the good progress these children make.
- Where the childminder shares the care of children with other settings, she establishes regular contact, such as through telephone calls. This helps to ensure that there is a consistency of care and learning for children.

- Children have wide ranging opportunities to develop their fine motor skills, in preparation for early writing. For example, they use the natural materials collected from a recent walk in the woods to make marks with paint. Children learn to establish a triangular grip which helps to give them greater control as they create pictures, using stencils, crayons and pens.
- The childminder provides good support for children's speech and language. Both she and her assistant speak clearly and repeat words and phrases back to the children to help to support their pronunciation. Children are very engaged in music time, naming the animals on the farm and making the appropriate sound, as they all sing along with the childminder.
- Children are well prepared for school. They can manage their own self-care. They independently wash and dry their hands and pour their own drinks at mealtimes.
- Children learn to recognise simple 2D shapes and to count to five. They recognise, and sometimes use, mathematical language, such as 'more than' and 'less than'.
- The childminder provides a healthy diet. Children enjoy nutritious, home cooked food. They have a good understanding of dental hygiene, understanding the need to clean their teeth regularly, as otherwise they would be 'disgusting.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have both completed recent training to enable them to recognise the signs and symptoms of a child who may be at risk of harm. They know who to inform if they have concerns about a child's safety or welfare, including radicalisation or risk from county line activity. The childminder has appropriate procedures in place should an allegation be made against her or a member of her family. Daily risk assessments are undertaken to ensure the premises are safe for children to use. Fire evacuation practices are regular, and there is a suitable place to gather if necessary.

What does the setting need to do to improve?

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

- further strengthen the communication with parents, so that they know what the next steps are for their children
- provide parents with clear guidance about how they can support their child's learning at home.

Setting details

Unique reference number	2598003
Local authority	East Sussex
Inspection number	10251475
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Eastbourne, East Sussex, with her husband who is also her assistant. She works Monday to Friday, 7.30am to 5.30pm, all year round. The childminder holds a level 3 childcare qualification. The childminder offers funded places for children aged two, three and four years.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The childminder took the inspector on a learning walk. She explained the educational experiences available for the children.
- At suitable times, the inspector spoke to the assistant, parents and children and considered their views.
- The inspector and the childminder observed children as they played and discussed the learning that took place.
- Discussions were held between the inspector, the childminder and her assistant to ensure they are aware of their responsibilities with regard to safeguarding children.
- The inspector reviewed documents relating to staff suitability, safeguarding and record-keeping.

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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