

Childminder report

Inspection date: 17 April 2023

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 happy and relaxed in the childminder's home and have strong bonds with her. They behave well, listen carefully to what she says and willingly respond to her requests for help. For example, older children pass tissues to her when their younger friends need help with wiping their noses.

The childminder has high expectations of children. They learn about the diverse world in which they live. For example, they visit an intergenerational playgroup where they talk and share experiences with elderly people. Furthermore, they look at books reflecting different cultures and family situations. This helps children learn to respect and value others, which prepares them well for modern life.

Children of all ages confidently lead their own play, choosing from a range of resources and activities. They demonstrate high levels of independence, which can be seen when they wash their own hands and put on their own shoes before going into the garden. This helps to prepare them well for the move on to school.

Children successfully learn about keeping healthy. They enjoy a range of activities, such as visits to local parks, which help to develop their physical skills. Additionally, they enjoy trips to a nearby woodland, where they learn about nature and wildlife.

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

- The childminder's curriculum is based on children's interests and builds on what children already know and can do. She uses assessment well to monitor children's progress and plans activities that help to close emerging gaps. For example, she takes children to playgroups to enhance their social skills and confidence in a larger group of children. This helps to prepare them for their move on to school.
- The childminder uses a range of ways to help children improve their communication and language skills. For example, she encourages children to sing and responds to babies' babbles with eye contact and a soothing voice. However, occasionally she misses opportunities to introduce new words as children play to further build on their growing vocabulary.
- The childminder provides an exciting environment for children to learn. She plans a range of activities and resources that encourage children to explore and investigate. For example, older children spend a long time transferring water from a dispenser to other containers. This helps them to develop an understanding of basic mathematical concepts, such as volume and capacity. However, sometimes, the childminder does not use questioning effectively to extend children's thinking and problem-solving skills.
- The childminder supports children very well through times of change. For

example, she talks to children about the arrival of new siblings and ensures that settling-in processes meet children's individual needs. Furthermore, she successfully prepares children for the move on to school in a range of ways. For instance, children dress up in school uniforms, which helps them to get used to wearing different clothes.

- The childminder's care practices promote the emotional and physical well-being of babies and children. For example, she asks permission from babies and children to change their nappies. Furthermore, she sings to them throughout the process which helps to make them feel safe and secure.
- The childminder has high expectations of children's behaviour. She teaches them about rules and boundaries, such as using kind hands. The childminder is calm and gentle with children, which encourages them to be kind to each other. This is seen when older children sing and help to soothe babies to sleep.
- The childminder is very reflective. She regularly evaluates her own practice and completes professional development opportunities to ensure that her knowledge and skills are up to date. For example, she has recently completed training on speech and language development to help support children in this area of learning.
- Parents are very complimentary about the childminder and the service she provides. They comment on how 'warm and fun' she is and how 'well looked after' their children are in her care. The childminder keeps parents fully informed of their child's progress and shares ideas to extend their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children. She has measures in place, such as safety gates on stairs, to help keep children safe from harm. She has completed safeguarding training and demonstrates a thorough understanding of the signs and indicators of abuse and/or neglect. This includes the 'Prevent' duty and county lines. Additionally, she knows the processes to follow if she has concerns about children's welfare or if there is an allegation against herself or a member of her household. Daily risk assessments of the environment help to minimise any potential hazards for children.

What does the setting need to do to improve?

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

- improve opportunities to introduce new words during play to build on children's growing vocabulary
- develop ways to further extend children's thinking and problem-solving skills.

Setting details

Unique reference number	2613098
Local authority	East Sussex
Inspection number	10280888
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2021 and lives in Eastbourne, East Sussex. She operates between 7am and 6pm, from Monday to Friday, throughout the year. The childminder is in receipt of funding to provide free early education for children aged 3 and 4 years. She holds a childcare qualification at level 4.

Information about this inspection

Inspector

Michaela Borland

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 provider and has taken this into account in their evaluation of their provider.
- The inspector observed the quality of education during activities both indoors and outdoors and assessed the impact of this on children's learning.
- The childminder and inspector discussed the learning needs of the children and the curriculum.
- The inspector viewed the provision and discussed the safety and suitability of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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