

Childminder report

Inspection date: 18 January 2024

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

The childminder supports children to develop good relationships with her and each other. Children are happy and confident in their environment. They demonstrate this as they make choices about what they would like to play with. Children seek out the childminder for reassurance and for her to join in with them as they play. She plays turn-taking games with them and teaches children to share.

The childminder provides plenty of opportunities for children to be physically active, both in her secure garden and the local community. For example, they attend regular yoga sessions and enjoy local walks to the park or woodlands nearby. In the home, children are becoming aware of how to assess risks such as when using the garden swing as well as manage their own personal hygiene. They follow effective hand-washing routines after toileting and before meal and snack times. This helps children to learn good personal hygiene practices.

The childminder positively encourages children's love of books. She provides children with a wide range of books and songs and enhances these experiences. For example, with puppets and props. Children carefully and independently choose books that stimulate their interests. This promotes children's communication, language and literacy development. Children are exposed to a wide range of themes and topics to enhance their curiosity for learning.

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

- Overall, the childminder has high expectations of the children's learning. She finds out what children know and can do and provides spontaneous opportunities to extend their knowledge and skills. For instance, she engages the children in meaningful discussions to identify what bird a grey feather may have come from. Children are challenged in their learning and make good progress. However, at times, the childminder does not have a clear intent for the activities and opportunities that she provides. She does not consistently place a sharp enough focus on what she wants children to learn to help them to make the best possible progress.
- Occasionally, the childminder does not successfully manage the transition of routines, such as at lunchtime. This leaves children waiting around while the childminder prepares their meal. During this time children are not engaged and younger children start to become restless. However, once their meal is served, children are happy and practise their self-help skills and feed themselves. This contributes to children developing their independence and helps them prepare for the next stage in learning.
- Partnerships with parents are strong. The childminder gathers detailed information about the children's routines, likes and dislikes. Parents are kept

informed of the day-to-day events and know how their children are progressing. Parents are very positive about the care and learning the childminder provides. They comment that the childminder is 'friendly' and 'approachable' and appreciates the good progress their children have made.

- The childminder is committed to ongoing improvements of her services. She keeps up to date by completing mandatory training, such as first aid and safeguarding. She has accessed some targeted professional support after reflecting on her own knowledge. For instance, the childminder has increased her skills for supporting children with special educational needs and/or disabilities.
- The childminder supports the children's communication skills well. She clearly emphasises keywords within her interactions, introduces new vocabulary and models the correct pronunciation of words. This helps to support children's understanding and speaking skills. The childminder provides appropriately challenging questions and encourages the children to use their thinking skills. For instance, she asks the children what will be the best way to break or melt the frozen water tray in the garden.
- Children behave well. The childminder is a positive role model and has high expectations for the children. They listen well to instructions such as tidying away their toys before making further choices. They are encouraged to use good manners and to be kind and considerate to others.
- The childminder understands her safeguarding responsibilities to protect children from harm. She knows the procedures to follow if she has concerns about a child's well-being. The childminder attends regular safeguarding training, this keeps her knowledge current with wider safeguarding issues that may affect children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the planning and implementation of learning intentions more sharply for individual children to ensure they learn as much as they can
- strengthen transition times, such as before lunchtime, to help children make the best possible progress.

Setting details

Unique reference number	2650183
Local authority	East Sussex
Inspection number	10308688
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 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 childminder registered in 2021. She lives in Bexhill, East Sussex and works from 8am to 6pm, Monday to Friday, throughout the year. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The childminder showed the inspector around her childminding premises to understand how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of documents was reviewed by the inspector, including suitability checks and a paediatric first aid training certificate.
- Parents' views were taken account of by the inspector.

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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