

Childminder report

Inspection date: 13 June 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

Children develop close bonds with the dedicated childminder and her assistants. Children show that they are happy in their care. Younger children receive the reassurance they need to support their emotional security. This helps them to settle and develop the confidence to choose activities that interest them. Children are motivated to explore and learn in the well-organised and clean environment.

Children listen to their favourite stories read by the childminder and her assistant, such as 'The Very Hungry Caterpillar'. They deepen their knowledge of the life cycle of a butterfly. This helps them to understand about the world around them. Older children learn the new word 'cocoon'. They hear this repeated by the childminder and her assistant in a range of contexts. For example, children curl themselves up into a cocoon after a leaf-threading activity and search for a cocoon that has been chalked on the path. Children's language is supported well.

Children are well behaved. They learn how to cooperate with others and make good friendships. For instance, the assistant reminds children to be kind to their friends and share the resources. Children respond well to praise from the childminder, who clearly values their achievements. This helps to reinforce their positive behaviour.

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

- The childminder keeps parents well informed about their child's progress. She gives parents regular, daily updates on children's play and learning, and ways they can support their child's learning at home. Parents state that they are happy with the quality of care and education their children receive. They comment that their children's communication and language have greatly improved from their starting points.
- The childminder has high expectations for children's independence. She encourages children to complete age-appropriate tasks throughout the day. For example, children eagerly put on their own shoes, use a safety knife to cut up their fruit, and clear away their plate and cup at mealtimes. The childminder recognises the social and cultural variations between the children she cares for. She equips them with the self-help skills and confidence they need for future success.
- Children develop their physical skills well. The childminder provides various opportunities for children to explore a range of play equipment at the local park and in her garden. This helps to develop their core strength. For instance, children enjoy the physical challenge of climbing the slide and balancing on the see-saw. Younger children gain more hand control over objects to help them develop their muscle strength and hand-eye coordination. For example, they

build a tower with stacking cups. Children show perseverance and sustain good concentration.

- The childminder supports children's mathematical understanding well. Older children demonstrate that they have already learned some mathematical concepts for their age. For example, they know the star shape and count pictures of pears and plums in a book. Children demonstrate a 'can-do' attitude.
- At times, the childminder plans ambitious group activities to encourage good social skills and back-and-forth interactions with others. For instance, she asks children questions about the calendar, to point out things in a book, and sing several verses of songs. However, she does not always adapt her teaching for the youngest children and take account of their abilities. This means that older children benefit more in their learning than the younger children.
- The childminder and her assistants work well together as an enthusiastic and committed team. The childminder identifies next steps for children's learning and provides good opportunities for children to practise new skills across all areas of learning. However, the childminder does not always teach what is intended during the activities that she plans. She has too many learning outcomes for children. Children's learning experiences are not always fully enhanced.
- The assistants feel well supported in their role and understand their responsibilities. For example, they take part in regular peer observations to improve their teaching. The childminder and her assistants regularly discuss the needs of children and how to support their learning. They all receive training to upskill their practice.
- The childminder consistently reflects on ways to improve her practice. For instance, she has identified a training course to help her and her assistants to enhance children's communication and language skills even further.
- The childminder works well with outside agencies. For example, she knows how to seek support for children with special educational needs and/or disabilities swiftly.

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:

- strengthen planning to support children's individual learning needs more precisely
- organise group activities to match the needs and abilities of all groups of children, particularly babies and younger children.

Setting details

Unique reference number	2660364
Local authority	East Sussex
Inspection number	10339479
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 7
Total number of places	17
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Uckfield, East Sussex. The childminding service is open from 8am to 5.30pm. The childminder works with two assistants. One of her assistants is her husband, who helps out occasionally. The childminder has a recognised level 3 childcare qualification. She receives the early years funded entitlement for children aged two, three and four years.

Information about this inspection

Inspector

Jane Winnan

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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector carried out a joint observation of an activity with the childminder and her assistant.
- Parents shared their views about the childminder's service with the inspector.
- 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.

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