

Childminder report

Inspection date: 8 July 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 are very happy in this homely setting. The childminder offers a very warm, caring and nurturing environment. Children are regarded as members of the childminder's family and they demonstrate in their behaviours and actions how secure they feel. For example, they snuggle up with the childminder to look at favourite books. Children make room for each other as three children place themselves on the childminder's lap and listen attentively as she reads them stories. Every child is valued and included. The childminder knows each child's personal traits and characters extremely well. She gently encourages each child to grow in confidence, become independent, and develop the skills they need for starting school.

Children behave well, as the childminder adopts a consistent approach. She gives children plenty of praise and role models how to be kind and respectful to others. Children are polite and courteous to one another and willingly share with each other as they play. This helps children to form positive relationships with others and develops their social skills. For example, children confidently call out, 'Your turn!' as they play a board game and clearly understand the process of waiting and turn-taking.

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

- The childminder has a good understanding of how children learn through play and plans for this each day. She has developed an effective curriculum which takes account of how every child likes to learn. The childminder uses many outside activities, outings and visits to places of interest to develop children's knowledge and understanding. For example, children regularly visit National Trust properties. They enjoy train rides to reach the swimming pool, and visit local places of interest, such as the library and supermarket. These opportunities help to broaden children's experiences and help them learn more about where they live.
- Children make good progress in their learning and development. The childminder plans activities she knows will interest them and build on what they already know. For example, children are currently fascinated with nature and insects. The childminder has supported this well by enabling children to watch caterpillars hatch into butterflies. Children talk knowledgeably about the process and relate their experiences well when the childminder reads 'The Very Hungry Caterpillar' story. Children confidently name items, such as a cocoon, and describe the chrysalis stage, as they have seen this and can explain what happens next.
- The childminder is very aware of the impact of the COVID-19 pandemic and how this has affected some aspects of children's learning. She has completed training

to help her promote children's language skills. Generally, children's communication skills are supported and most children are confident communicators. However, occasionally, the childminder does not fully support children to extend their language skills, for example by modelling correct sentence structure for them.

- There is good provision in place to support children's mathematical skills. Children spontaneously count and use numbers as they play. For example, during a board game, children look at the remaining pieces and correctly say, 'Three more to go!' Children also use a book about insects to confidently count, using numbers over 20. The childminder supports these spontaneous learning experiences well. She gives children time and gently supports them to count each item and name the corresponding number. This enables children to develop an accurate understanding of value and quantity.
- Most procedures are in place to promote children's health. The childminder plans plenty of time for children to be outside, visiting parks, playgrounds, woodland and the beach. She supports children's oral health well by ensuring children brush their teeth each day. Children understand the importance of washing hands before lunchtime. However, the childminder does not always remind children about washing hands at other times during the routine, such as before eating snacks. This leads to a slight inconsistency in messages and does not fully support children to continually follow good hygiene routines.
- The childminder forms effective partnerships with parents. She keeps them well informed about children's daily activities and what they are learning. The childminder prepares detailed 'My Busy Bee Books' for every child which provide a comprehensive photographic record of a child's learning journey. Parents are very complimentary about the childminder. They appreciate how well she looks after their children and comment on the good levels of progress they make.

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 a more consistent approach to extending and building on children's language skills
- provide more support for children to learn about the importance of good hygiene routines, such as handwashing.

Setting details

Unique reference number	2667067
Local authority	East Sussex
Inspection number	10347130
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 7
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 registered in 2022 and lives in Crowborough, East Sussex. She holds an appropriate level 3 childcare qualification. The childminder provides care for children Monday to Friday, throughout the year, from 8am to 6pm. Funding is accepted for the provision of free early years education for children aged two years.

Information about this inspection

Inspector

Jo Caswell

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 childminder.
- The childminder explained to the inspector how she supports children's learning and development, and what she does to keep children safe.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector observed the childminder interacting with the children and assessed the impact this had on children's learning.
- Written feedback provided by parents was read and taken into consideration.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024