

Childminder report

Inspection date: 30 August 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 happy and content in this homely setting. The childminder builds warm and trusting relationships with the children, which helps them to feel safe and secure. Children frequently go to the childminder for comfort and a cuddle. They respond positively to the childminder's high expectations for their behaviour. The childminder supports children effectively in learning to share and take turns. For instance, during a group activity, children happily take turns to catch the magnetic fish and frogs. The childminder helps them to understand how to keep safe, such as by wearing a hat on a sunny day.

The childminder encourages children to be independent to help them be prepared for the next stage of their education. Children have positive attitudes and are keen to put on their own shoes, pour their own water and feed themselves. They choose the resources to use from the wide range available, which helps to support them in making independent choices. Children are taught to use simple tools safely. For example, they use a safety knife to chop the runner beans they have picked from the garden. The childminder plans activities that interest children and encourage them to explore the natural world. For example, children observe ducklings and chickens hatch from eggs. Children are fascinated by the dragonflies and other garden visitors, and they excitedly point them out.

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

- Partnerships with parents are very positive. Parents value the frequent and detailed information the childminder provides about their child's learning and progress. They are pleased with the good progress their children make in the setting. Parents are grateful for the advice the childminder offers them to help support their child's learning at home, such as simple counting activities.
- The childminder uses information provided by parents, together with her own observations of children, to inform her planning. She provides activities that interest and engage children, which supports their positive attitudes to learning. However, occasionally, although the children are engaged and interested, the activity does not fully meet their learning needs.
- Children are supported effectively in developing their understanding of mathematical language and concepts. For example, children enthusiastically count the spots on the pictures of frogs they find during a water activity and identify the associated number. They confidently use the language of comparison, such as 'biggest' and 'smallest'.
- The childminder supports children's physical development well. Children negotiate space skilfully, using the ride-on toys and balance bikes. Children are respectful of each other, making sure that they avoid collisions. They use a range of crayons and chalks to make marks, which helps to support their early writing

skills.

- The childminder provides many opportunities for children to grow their own fruit and vegetables, which they often eat at mealtimes. This contributes to the healthy and nutritious diet children enjoy. Children are visited by a dental nurse, which helps them to understand how to maintain good oral hygiene.
- The childminder helps children to develop their communication and language skills effectively. She talks to children, using clear pronunciation. She often repeats words and phrases back to the children, which helps them to speak clearly. Children enjoy singing rhymes and looking at books either independently or with the childminder.
- The childminder and her co-childminder have a clear ethos for their provision. Their focus is to help children to understand the natural world, where their food comes from and how to eat healthily. There are plans in place to enhance the setting, such as the installation of a pond to allow children to observe a wider range of minibeasts. The childminder has regular supervision meetings with her co-childminder. Together, they identify training needs to further improve their skills and knowledge.
- The childminder has developed relationships with staff at other settings children attend. She regularly contacts leaders and key persons to share information about children's learning and progress to try to ensure a consistent approach to their development.
- Children have opportunities to learn about celebrations of other cultures, such as Chinese New Year. However, the childminder does not always provide a wide range of activities to support children's understanding of cultures beyond their own experiences.

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:

- ensure that the activities provided meet children's individual learning needs
- support children's understanding further of other cultures that exist beyond their own environment.

Setting details

Unique reference number	2667650
Local authority	East Sussex
Inspection number	10360077
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	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered with Ofsted in 2022. She lives with her husband and her daughter in the St Leonards area of Hastings, East Sussex. The childminder's husband works alongside her as a co-childminder. The childminder operates all year round from 8am to 5.30pm, Monday to Friday. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jill Thewlis

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 inspector had a learning walk and tour of the premises. The educational activities on offer were discussed, together with their intended impact on children's learning.
- The inspector observed interactions between the childminder and the children, including a joint observation of a group activity. They discussed the learning that took place.
- At appropriate times during the inspection, the inspector spoke to the co-childminder and to children. She read the testimonials provided by parents and took account of their views.
- The inspector spoke to the childminder about her responsibilities in terms of keeping children safe at all times.
- Documents relating to suitability were reviewed.

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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