

# Childminder report

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Inspection date: 13 December 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 enthusiastic to engage in activities in the setting. They respond with joy to the childminder's comments and interactions. For example, they babble and ask questions as they explore the activities. Children are confident to express their wants and their feelings. The childminder skilfully uses every opportunity to extend children's learning. For example, while reading a story, she practises rhyming, links to other stories and helps children talk about their feelings.

When children become frustrated, they are swiftly supported to calm down and find a solution that works for everyone. For example, when a child struggles to share resources, she intervenes and warmly validates their feelings, while reminding them about the positives of sharing. This has a beneficial effect on children's personal, social and emotional development.

Children's next steps are carefully considered and encouraged at each child's level of learning. The childminder assesses the children's learning, identifies their next steps and carefully plans activities and experiences based on their interests. Throughout all interactions, the childminder is calmly focused on each child's speech and language. She crouches down to the children's level, shows interest in what they are saying and extends their language by adding new words and phrases. This has a positive effect on children's confidence and boosts their vocabulary and language skills.

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

- The childminder is warm and calm with the children in her care. She has high expectations of their behaviour and how they interact with each other. She gently interacts with them as she supports them with routines and experiences. This supports the children to engage in really positive behaviour, and consequently, they are beginning to manage their own feelings.
- The childminder provides good support for children who experience delays in their development to ensure that their needs are met successfully. She communicates well with parents to ensure that there is consistency at home as well as in her setting. The childminder knows the children very well and celebrates their strengths. She adapts her activities to make sure that children's next steps are achievable. This has a positive effect on children, who are able to reach their best outcomes.
- The childminder provides children with lots of opportunities to develop their mathematical skills. She weaves mathematics into everyday care routines and child-initiated play. The childminder uses books and toys to engage the children in counting and recognising numbers and colours. This helps to develop children's skills and interest in mathematics.

- The childminder provides children with many opportunities to learn beyond the setting in the local environment. She plans experiences to provide the children with opportunities that are not in the setting. For example, she noticed that the children needed to develop their balancing skills in preparation for cycling and scootering. She supplied balance bikes and took the children to a nearby child's cycle track. This has a positive impact on their physical skills.
- The childminder sets out activities and experiences to enhance children's learning well. She observes what each child is interested in and creates exciting opportunities in her setting to encourage children to explore and gain new skills. However, at times, the childminder offers children slightly too much direction in their play and does not provide many opportunities for them to become independent in their learning. This does not fully support their ability to be independent learners.
- Parents speak highly of the childminder. Communication with parents is a strength. They report that they feel informed of where their child is in their development and ideas to try at home. Parents are able to describe specific skills that their children have learned while in the care of the childminder. For example, a parent explained how their child has improved their mark making and letter recognition skills.

## 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 the support for older children to develop independence during their self-directed play.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2695738                                                                           |
| <b>Local authority</b>                             | East Sussex                                                                       |
| <b>Inspection number</b>                           | 10368215                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She cares for children from 8am to 6pm, Monday to Friday, all year round. She lives in Eastbourne, East Sussex. Funding is accepted for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Astellla Chapman

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early year provision, including the aims and rationale for their early years curriculum.
- The inspector spoke to the childminder at suitable times about the leadership and management of the setting.
- The inspector considered parents' written views of the childminder.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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