

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 show that they are happy in this home-from-home setting. They smile and laugh and clearly enjoy being in the company of their friends, including the childminder. The childminder is consistent in his approach, which helps children to feel safe and secure. Relationships are warm and trusting. Children respect the childminder's high expectations for their behaviour. They understand and follow established routines. For example, children do not climb the steps to the upper garden unaccompanied because they know that they are not to. The childminder supports children effectively in learning to share and take turns. For instance, during a group singing activity, they willingly take turns to choose an animal from the bag. The childminder helps them to understand how to keep safe, such as not walking up the slide. He encourages children to make independent choices. Children learn to manage their own self-care, which prepares them effectively for the next stage of their education. They are taught to use simple tools safely, such as a hand drill, to make bee houses as a present for their parents.

The childminder builds an engaging curriculum that encourages children to develop curiosity in the natural world. This helps children to have positive attitudes to their learning. The curriculum is ambitious, and children confidently identify dragonflies and butterflies in the garden. They recall watching the caterpillars hatch and change into butterflies.

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 daily conversations about their children's learning and progress. They enjoy seeing the photos and videos the childminder posts on an online platform. Parents are pleased with the good progress their children make. They appreciate the advice they receive about how they can support their children's learning at home, such as encouraging children to be independent.
- The childminder uses information provided by parents, together with his own observations, to inform his planning. He provides activities that interest and engage children. However, activities do not always focus sufficiently on what children need to learn.
- Children are supported effectively to develop their understanding of mathematical language and concepts. For example, they count the beans they pick from the garden and use the language of comparison to identify the 'longest' and 'shortest' bean.
- The childminder supports children effectively to develop their physical skills. He supports younger children to climb on the age-appropriate slide. Children confidently use the ride-on toys and bikes, willingly taking turns to use their particular favourite. They negotiate the space skilfully to avoid crashes.

- The childminder supports children in developing their communication and language skills well. He plays the guitar and sings familiar songs with the children, which they join in with enthusiastically. Children behave well and listen carefully. The childminder talks to the children, using clear pronunciation, and asks questions that encourage them to think critically and to make detailed responses. He is aware that if he has concerns about children's development, he should seek the advice of an external professional.
- The childminder and his co-childminder have a clear ethos for their provision. This is based on supporting children to understand the natural world, where their food comes from and how to grow it to support a healthy diet. They are ambitious and have plans in place to enhance their setting, such as the installation of a pond, to build further on children's interests in the natural world. Supervision meetings take place regularly, where the childminder and his co-childminder identify training needs to further improve their skills and knowledge.
- The childminder has forged relationships with staff at other settings children attend. The childminder is proactive in liaising with other providers to ensure a consistency of approach to children's learning and 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 activities are focused more precisely on what children need to learn next
- provide a greater range of activities and opportunities to support children's understanding of cultures beyond their own experiences.

Setting details

Unique reference number	2705364
Local authority	East Sussex
Inspection number	10363273
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 2023. He lives with his wife and daughter in the St Leonards area of Hastings, East Sussex. The childminder's wife works alongside him as a co-childminder. The childminder operates all year round from 8am to 5.30pm, Monday to Friday. The childminder 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 the 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 testimonials provided by parents and took account of their views.
- The inspector spoke to the childminder about his responsibilities in terms of keeping children safe at all times.

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

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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