

Childminder report

Inspection date: 2 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this homely, nurturing and extremely caring environment. Every child's unique qualities are fully understood by the childminder and her assistants. From a young age, babies and toddlers develop a very positive attitude towards learning. They quickly learn how to socialise, show interest in new things, and explore the environment.

Children are exceptionally well prepared for school. They follow instructions clearly and listen attentively to stories as these are read with imagination. Story times are fun and engaging. Younger children gain a great deal from playing and learning alongside older children. Their communication skills develop quickly as they repeat the words they hear and attempt to copy the actions of their older friends.

Children gain a good awareness of different events. They are very aware of the forthcoming King's coronation, as they have experienced a wide selection of related activities. Children talk openly about the King and the royal family, showing a very good understanding for their age. They talk about crowns and delight in making 'tea for the King' as they experiment with different liquids and special tea sets. Adults support children's learning well by providing relevant resources and reference books. This means children have a very clear understanding of what is happening and they demonstrate this through their imaginative play with dressing-up clothes and a home-made castle.

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

- Children make good progress in their learning and development from their individual starting points. Adults plan activities they know will interest children and build on what they can already do. They provide appropriate follow-on activities and events so that children have opportunities to build on their knowledge. For example, children learn the importance of healthy eating through a range of practical activities, including a visit to a local greengrocer's to buy a selection of fruits to try.
- Partnerships with parents are good and they are fully involved in their children's learning. Parents have high regard for the childminder and her assistants. They describe her as 'Super Sarah' and many commented that she goes 'above and beyond' in her approach to caring for their children.
- The childminder is highly professional and is very reflective in her approach to managing the work of her assistants. She makes sure she supervises their work effectively and provides ongoing training to help them develop and enhance their skills. She networks regularly with other professionals and demonstrates a very committed approach towards continually improving her practice.
- Overall, teaching is good. Children benefit from high-quality learning

experiences, inside and outside. Activities are planned carefully to take account of children's interests and what children need to learn next. Very occasionally, however, the expectations of adults are not always age-appropriate. For example, sometimes during group times, adults expect children to sit too long. At times, some children's play and creativity are interrupted when they are called away to complete focused activities with an adult.

- The childminder enriches children's experiences through regular outings within the local area. For example, children regularly visit the library, park and village. They confidently socialise with other children they meet at local childminder groups. These opportunities broaden children's experiences and help them become better prepared for starting school and future learning.
- Any gaps in children's learning close quickly. The childminder has accurately identified the impact of the COVID-19 pandemic and is planning for this appropriately. For example, she recognised that some children needed more support with their social skills when they returned to her setting. She worked closely with parents to address this. Children have now settled well and any initial difficulties in separating from parents have been resolved.
- The childminder responds quickly when she recognises some children need extra help with their learning. She uses her in-depth knowledge of every child exceptionally well to identify where they might need additional support. For example, children who need more help in developing their language skills are given one-to-one support so they have individual time to practise their speaking and listening skills in a quiet and calm environment.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. The childminder and her assistants fully understand their role in keeping children safe. They supervise children closely and quickly respond if they have any concerns about a child. Adults are confident in knowing how to report any concerns if necessary. There are good procedures in place to make sure that all adults who live in the childminder's home, and those who work with children, remain continually suitable to do so. Children learn about safety as part of daily activities. Adults teach children the importance of crossing roads safely during outings, and the risks involved with talking to strangers. This helps children to become aware of potential hazards.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen teaching by making sure expectations of children are always age-appropriate and children's creativity is not unnecessarily interrupted.

Setting details

Unique reference number	510364
Local authority	East Sussex
Inspection number	10263141
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	1 to 7
Total number of places	18
Number of children on roll	23
Date of previous inspection	21 April 2017

Information about this early years setting

The childminder registered in 1994 and lives in Eastbourne, East Sussex. She has a relevant early years qualification at level 3 and works with a team of assistants, all of whom are qualified. Two assistants hold qualified teacher status. The childminder offers care every weekday, from 7.30am to 5.30pm, all year round. She receives funding to provide free early years education for children aged three and four 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 completed a learning walk with the inspector and talked about how she plans her curriculum and uses her home and garden to support children's learning.
- The inspector completed a joint observation with the childminder and evaluated how well adults support children's learning.
- Children talked to the inspector and spoke about what they enjoy doing with the childminder and her assistants.
- Written feedback from parents was read and parents' views were fully considered.
- Some documentation was checked, such as proof of paediatric first-aid training, safeguarding records and the childminder's attendance register.

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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