

# Childminder report

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Inspection date: 21 April 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| 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 | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel completely at home with the caring childminder. They respond well to her warm and friendly manner. Children form strong attachments to her, and babies go to her for reassuring cuddles when needed. Children follow the childminder's simple instructions and understand her expectations. They are confident and very comfortable with the daily routine.

Children thoroughly enjoy their active and engaging day, which supports their developing physical skills very well. For example, toddlers laugh with delight as they bounce on the trampoline in the garden. Babies listen carefully to 'ready, steady, go' before going down the slide. Children learn about keeping safe and follow the childminder's clear rules and expectations. They know that the entrance to the trampoline must be closed before they start jumping. Even the youngest children learn to wait for a turn and share their toys.

Children are motivated and curious to explore the enjoyable activities on offer. They easily find toys they want to play with. Activities are linked to children's development and interests. For example, toddlers become completely engaged in role play and look for the dolls to fit each buggy. They happily include the childminder in their play. Children are sociable and share their play experiences. They are making early friendships. Children are well prepared for nursery or school.

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

- The childminder has considered the impact of the COVID-19 pandemic, particularly on children's personal, social and emotional development. She uses frequent outings, such as to playgroups with other childminders, to help children to develop their social confidence. Children meet with a wider group of children and find out about the differences between themselves and others.
- Children are eager to try new things. The childminder challenges children to solve problems as they play. For example, they persevere and strengthen their fingers as they work out how to open a series of different-sized parcels. They work together to stack the boxes in size order. Children learn to play cooperatively.
- Children's play and learning are continually monitored. The childminder offers consistent encouragement and praise. She plans carefully to ensure that children develop well and understands the sequence of children's learning. All children make very good progress in their learning and development.
- The childminder helps children to make connections between learning. For example, toddlers learn the names of pretend fruits as they play. This is reinforced at snack time when they eat the same real fruit, talk about healthy eating and what it tastes like. Children learn about good oral hygiene as they

play with a role-play dentist set. They pretend to clean teeth and talk about the importance of brushing up and own and side to side.

- The childminder strongly encourages children to develop their independence. For example, children choose where they want to play and tidy toys away before moving on to the next activity. They confidently find their shoes to go outside and cut up fruit for snack time.
- The childminder speaks clearly, and older children talk with her about their play. Children learn new vocabulary and hear different sounds as they join in with their favourite songs and rhymes. However, at times, the childminder uses too many words, long phrases or questions in her interactions, particularly with babies. This makes it difficult for them to process and repeat the speech sounds and words they need for early communication.
- Children benefit from the friendly relationships the childminder makes with parents and with professionals from the local nursery. This helps to ensure continuity of care. Parents praise the childminder highly. They describe the childminder as 'extremely caring'. Parents feel reassured by the consistent updates and photos of their child's day.
- The enthusiastic childminder is experienced and knowledgeable. She uses the advice from the local authority and ideas from other childminders to help keep her childminding practice up to date. However, she does not regularly review all aspects of her work to ensure continuous improvement and the highest learning outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency. She completes training to help her to safeguard children and knows about the additional risks caused by the COVID-19 pandemic lockdowns. The childminder is aware of the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder encourages children to learn to manage their own risks, such as negotiating the short flights of stairs. Resources are well maintained and clean. No unauthorised person can enter the house or garden.

## What does the setting need to do to improve?

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

- strengthen teaching skills to ensure that babies are fully supported to develop their emerging speech
- review practice more thoroughly and link improvements to raising children's good outcomes even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 957273                                                                            |
| <b>Local authority</b>                             | East Sussex                                                                       |
| <b>Inspection number</b>                           | 10136333                                                                          |
| <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> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 11 September 2015                                                                 |

## Information about this early years setting

The childminder registered in 2001 and lives in Crowborough, East Sussex. She operates all year round from 9am to 5pm, Monday, Tuesday and Thursday. The childminder has a childcare qualification at level 3.

## Information about this inspection

### Inspector

Sue Suleyman

### 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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children and considered the impact on learning.
- Parents shared their views of the childminder's provision with the inspector.
- 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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