

Childminder report

Inspection date: 6 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress in their learning in this inspiring, nurturing and exceptionally well-organised setting. The childminder aspires for excellence in all areas of her practice. She works relentlessly hard with her co-minder. They continually seek out further improvements to offer every child the highest quality care and learning experiences. Children make rapid progress from their starting points. The childminder accurately and precisely assesses what they can already do and what they need to learn next, when they first start. She plans for this exceptionally well. This helps children to quickly gain the skills, confidence and knowledge they need for starting school.

Children demonstrate how happy and settled they feel. They look to the childminder and her co-minder for reassurance and comfort when needed. They know they will instantly receive cuddles and physical affection, which helps them feel secure.

Children form strong friendships. The childminder role models kindness and shows children how to be caring and thoughtful towards others. Children learn from a very young age how to share, take turns and be tolerant. For example, older children remain calm and do not react when younger children move resources they are using during a creative activity. These skills equip children exceptionally well for future learning and for understanding the needs of others.

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

- The childminder is highly-experienced. She frequently updates her existing in-depth knowledge and expertise through insightful reflection and rigorous evaluation. She demonstrates this exceptionally well through her enrolment in an approved professional development programme. This has helped her to accurately reflect on the service she provides and identify any further areas for improvement. Parents' and children's views are intrinsically linked into her continuous programme of improvement. She frequently involves them in this process. The childminder constantly welcomes parents' and children's ideas to ensure her provision is tailored exclusively to their individual needs. The childminder supervises the work of her assistants exceptionally well and ensures their knowledge and skills are continually updated.
- Teaching is exceptional. The childminder knows all of the children extremely well. She plans an extensive programme of fun, creative and engaging activities based on children's interests. For example, the children's current favourite story of 'The Very Hungry Caterpillar' is used outstandingly well to support a range of mathematical and creative learning opportunities. Children thoroughly enjoy recalling the story, naming the foods and making their own caterpillar pictures

and models. They use mathematical language skilfully to compare sizes, and confidently count how many shapes they have used to create each caterpillar.

- Children's communication skills are exceptionally well-planned for. The childminder frequently monitors each child's language skills and quickly identifies if any further support is needed. She uses her wealth of knowledge and skills gained from training to support children in learning and using new words in their play and general conversations. Children learning English as an additional language are supported exceptionally well. Their home languages are valued and used freely in the daily routine. This helps other children to hear words spoken and used by other children in their families. Children develop a deeper understanding of diversity and they learn to celebrate and respect similarities and differences.
- The childminder and her co-minder frequently adapt their service to take account of children's changing learning and development needs. For example, after the COVID-19 pandemic, they accurately recognised that children needed additional support in building their emotional resilience, and in the development of their language skills. The childminder and her co-minder have focused on these areas in detail and closely monitored and assessed the impact of this work. Any gaps in children's learning have now closed rapidly. Children now show confidence and emotional security, and communicate fluently. They are exceptionally well-prepared for starting school and their future learning.
- The support for vulnerable children, and those who may be more disadvantaged, is exceptional. The childminder makes sure she communicates with parents in detail and works collaboratively with them. She builds strong, trusting relationships with parents, and they value the childminder's work highly. They are kept fully informed about their child's progress and have high levels of praise and commendation for the childminder and her co-minder.
- The childminder plans an exciting, enriching and exceptionally well-sequenced curriculum of learning. She plans this exclusively around every child's developmental needs, learning styles and preferences. Teaching and learning are skilfully planned and structured so that children develop a strong foundation in an extensive range of skills. This captures children's imagination and encourages them to become active, highly-motivated learners.
- Children's safety is given the highest priority. The childminder provides an extensive range of information to help parents recognise potential dangers, including when using digital media. She links this carefully to children's stages of development to create a useful and informative tool for parents' reference. These measures help to reduce dangers and ensure children's safety, both at the setting, and at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY218304
Local authority	East Sussex
Inspection number	10317309
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	21 May 2018

Information about this early years setting

The childminder registered in 2002. She works with a co-childminder at her co-childminder's home in Hastings, East Sussex. Very occasionally assistants are used to cover any absences. The childminder cares for children from 7.45am to 5.45pm each weekday, for 47 weeks a year. The childminder receives funding to provide free early education for children aged three and four years. She holds a relevant childcare qualification at level 3.

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 talked to the inspector about how she plans for children's learning and how she monitors the progress they make.
- The inspector observed the childminder and her co-minder interacting with children and evaluated the impact this has on children's learning.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- The inspector checked the areas of the co-minder's home to check it is safe and suitable for children.
- Some records and documentation were looked at. This included confirmation of the childminder's training, and information provided for parents.

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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