

Childminder report

Inspection date: 22 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are confident and openly explore the play areas available to them when indoors. They show developing skills and enthusiasm to try new activities that the childminder has planned according to children's next steps. They experiment and explore all that is available to them. For example, children use the tweezers to carefully sort the pulses from the tray of pasta, developing their fine-muscle skills.

Children develop close friendships with their peers. They are pleased to see them when they arrive, smiling and hugging them as well as inviting them into their play. The childminder entices children into activities where they work together, helping each other to problem solve and think critically. For example, they show their friends how they thread pipe cleaners into pasta shapes. They are proud of their achievements and are eager to gain new skills.

Children show great enthusiasm for new experiences. They are eager to play outside, enthusiastically putting on their own shoes and asking for help with self-help skills. The childminder has identified these independence skills as an area for development. Children eagerly have a go at putting on their own coats, learning to flip them over their head. The childminder and assistant support children to adapt these skills, when children recognise that they have put their coat on upside down.

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

- Children show very close attachments to both the childminder and her assistant. They seek them out for cuddles and hugs when they feel unsure about visitors in the setting. Children settle quickly. The childminder uses information from parents to mirror children's routines from home, such as sleeping and eating.
- Children show increasing levels of good manners and social skills towards each other. They openly share resources with each other, taking turns to make sure everyone has a go. They listen to rules and carry these out successfully. For example, the childminder reminds them of what they need to say when they have finished their breakfast. Children immediately say "can I get down please".
- The childminder knows children well. She describes each child's likes, dislikes, interests and preferences in their play. She identifies children's next steps and has a clear understanding of how to support individual children's ongoing learning.
- Indoors, children have access to an appropriate selection of play experiences. These experiences stimulate children's interests, encouraging them to explore and play by themselves and with others. The childminder has identified the development aspects of exploration and experimentation in children's play as their next steps in their development. This is carefully planned for the indoors environment. However, the childminder does not always successfully promote

and encourage these next steps when children are playing outside, to help them extend their learning in both environments.

- Children develop ways to communicate their needs. They use their acquired speech, gestures and facial expressions. Some children are quiet and have less confidence to express their needs openly. The childminder uses commentary and questions to help support their confidence to communicate. However, sometimes the childminder does not give children time to absorb what she says and asks, to allow them to understand and respond fully in their own way.
- Children show an increasing understanding for hygiene procedures. They listen to instructions about washing their faces after eating. The childminder has a clear understanding for children's dietary needs and their eating habits to support children to sustain themselves. This helps to support children's physical well-being.
- Parents make positive comments about children's care and ongoing learning. They feel supported and reassured that children are making good progress. They receive regular feedback and information about children's achievements and how to support their children's learning at home.
- The childminder successfully uses support networks and forums to update knowledge and skills for herself and her assistant. She endeavours to establish links with other professionals and settings children attend, to share information about children's ongoing development, her own practices and relevant information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a secure knowledge of how to protect children from harm. They both receive up-to-date information as to how to promote children's ongoing welfare. They understand the signs and symptoms of child abuse. Children play in a safe and secure environment. The childminder ensures that risk assessments are in place for outings and regular trips to extend children's learning and developmental experiences; for example, when walking to the main road to watch the different means of transport drive past. The childminder ensures safety awareness at all times. For example, the assistant has a relevant first-aid qualification to care for children for short periods of time unsupervised.

What does the setting need to do to improve?

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

- enhance children's experiences, using all learning environments, to fully support the intention for individual children's learning
- develop strategies to encourage children to have appropriate time to respond verbally to questions and statements.

Setting details

Unique reference number	EY275442
Local authority	East Sussex
Inspection number	10264945
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2004. She lives in St Leonards-on-Sea, East Sussex. The childminder cares for children on Monday to Friday, from 8am to 6pm, all year round. She receives funding to provide free early education for children aged two, three and four years. The childminder holds an early years teacher status and employs one assistant.

Information about this inspection

Inspector
Claire Parnell

Inspection activities

- This was the first routine inspection the provider 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector talked to the childminder and her assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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