

Childminder report

Inspection date:

1 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their play, which is based on their interests. However, planning is minimal. Activities and resources do not always meet the learning and development needs of younger children. For example, there are insufficient opportunities for younger children to explore using their senses or move safely in a range of ways, such as climbing, to develop good control of their bodies. Whilst resources are plentiful, they are not well organised. Younger children are unable to access the toys they need without help from the childminder. This does not consistently support their growing independence.

Babies quickly build trusting relationships with the caring childminder. They go to her for reassurance if tired or upset and happily include her in their activities. Babies are keen to explore their environment and use their own play ideas. For example, they play with soft toy animal bags. They cuddle the animals and learn their names. Mathematical learning is beginning as they fill the bags with dolls of different sizes and empty them out again. Babies have fun and clap with excitement when they succeed.

Children benefit from daily fresh air, exercise and conversation as they walk to and from school and go to the park.

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

- Babies snuggle onto the childminder's lap for stories. They look at the pictures and listen carefully to the childminder's animated story reading. The childminder uses age-appropriate books with flaps to lift to keep babies engaged. She asks questions about the story and links it to previous learning, for instance about the weather seen outside. Babies develop an interest in reading and learn new vocabulary, such as 'umbrella'.
- Children are keen to involve the childminder in their play and listen carefully to her. She talks about their play with interest and asks questions to help extend activities. However, at times, she uses too many words or sentences for babies to follow. This does not consistently support babies' emerging speech and language.
- The childminder supports children's effort and achievement with consistent praise. This helps to reinforce positive attitudes to learning. Children respond quickly to her instructions and generally follow the clear expectations for behaviour. They begin to learn good manners, copying 'please' and 'thank you'.
- The childminder talks to parents about healthy eating and explains to them about correct portion sizes for babies' and children's meals. However she does not consistently encourage younger children to wash their hands before eating or ensure tables are cleaned. This does not fully support younger children in

developing an understanding of how to keep themselves healthy or promote their independence.

- The childminder gets to know the children well. She obtains a good range of information from parents before children start with her. This enables her to match activities to children's likes and dislikes. She gives parents feedback about their children's day, and supports them with issues, such as behaviour management.
- The childminder does not meet all the statutory requirements for childminders. Although she knows who is present in case of fire, no registers of children's attendance were available on the day of the inspection. The certificate of registration was not displayed for parents.
- Relationships with staff at the schools that children attend are good. They share information about the children's day that may need to be passed on to parents. The childminder supports children with their reading and homework after school to help their continued progress. However, she does not share information with other settings children attend, such as nurseries, to support continuity of care and learning for the younger children.
- The childminder has a good knowledge of how children learn at each stage of their development. She is keen to update her skills and knowledge further and links training to improving children's outcomes. For example, she has recently found out more about how babies form attachments to adults. She is using this knowledge to better support babies to settle in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent safeguarding training and is aware of a wide range of safeguarding issues. For example, she considers how to recognise signs that older children are being groomed by drug gangs and gives parents advice about online safety. The childminder knows who to contact if concerned about a child's welfare. She updates her first-aid training regularly to help ensure she knows how to deal with a medical emergency. The childminder's home is secure; she makes sure only known visitors are allowed access to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

plan and provide a well-sequenced programme of activities that cover all areas of learning and help children make the best possible progress in their development	01/04/2023
ensure consistent handwashing and hygiene procedures are in place to help protect children from germs and infection and encourage their independence	13/03/2023
establish partnerships with other settings the younger children attend to ensure greater continuity in children's care and learning	13/03/2023
maintain an accurate daily record of the names and hours of attendance for each child being cared for	13/03/2023
display registration certificate for parents to see.	13/03/2023

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

- review the learning environment and increase ways for younger children to find and select resources independently
- improve teaching to consistently support babies' emerging speech and language skills.

Setting details

Unique reference number	EY302414
Local authority	East Sussex
Inspection number	10276165
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	4 July 2017

Information about this early years setting

The childminder registered in 2005. She lives in Eastbourne, East Sussex. The childminder provides care for children Monday to Friday, between 7.30am and 6.30pm, all year round. She holds a level 3 qualification.

Information about this inspection

Inspector

Sue Suleyman

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 provider and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector looked at relevant documentation, including the childminder's qualifications and suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023