

# Childminder report

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Inspection date: 6 February 2024

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| 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 | Requires improvement |

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

### The provision is good

The childminder provides a warm, welcoming and nurturing environment for children. Children demonstrate trusting and positive relationships with the childminder. They seek her out for comfort, play and praise. The childminder has successfully addressed all actions raised at the previous inspection. Children have access to a broad, and balanced curriculum. The childminder takes time to get to know children's unique qualities well. As such, she plans specific activities that incorporate their learning, and individual interests. As a result, children sustain interest in their play and are engaged in a variety of experiences on offer.

The childminder has high expectations of children's behaviour and, as such, children's behaviour is good. The childminder acts as a positive role model and has a calm and nurturing approach. Children listen to simple instructions and requests, responding well. They delight in taking turns and playing with the responsive childminder. Children have a brilliant bond with the childminder's dog and show delight when they see her. They patiently wait as the childminder lays the dog down, so they can gently stroke him. This supports children to gain an understanding of how to respond to animals safely and teaches them valuable life skills.

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

- Children benefit from a well-thought-out, ambitious curriculum that covers all seven areas of learning. The childminder introduces topics alongside planning for children's development and interests. This ensures children have opportunities to learn about new things. She knows what skills children have acquired, and what she wants to teach them next. This enables children to make good progress and continually build upon their own self confidence.
- The childminder is respectful of the children. She asks permission to check their nappies or to wipe their faces. Alongside this, she is flexible in her routines. For instance, she recognises when children are engrossed in their play and delays offering children snack, instead waiting until they are ready. This ensures children's play is not interrupted and helps children to feel valued.
- The childminder recognises that children's language and communication skills are of great importance. She uses clearly spoken words and repetition and narrates children's play. She skilfully provides ample opportunities for children to extend their spoken language, as well as to hear new words. For instance, when children correctly identify 'bus' she extends this, modelling 'big red bus'. Children eagerly attempt to copy. This helps children to increase their vocabulary and learn new words.
- The childminder has ensured good hygiene practices are embedded into daily routines. For example, she supports younger children to wash their hands with

soap before mealtimes and after stroking the dog. She gently reminds younger children to be careful as they learn how to negotiate the space around them as they move. However, at times the childminder does not fully extend children's understanding, to help them gain a secure awareness of how to keep themselves safe. For example, she does not give any explanations as to why she is asking or reminding children to do these things.

- Children gain good physical skills. The childminder understands the importance of small-muscle development. For instance, children take time to complete various puzzles. They delight in twisting and turning each piece until it fits. The childminder ensures she provides appropriate levels of challenge as children explore. Children are resilient and they persist even when they first do not succeed. They benefit from daily access to the outdoors, be this in the garden, or accessing the local community. For example, they go on trips to the promenade, a local fruit and vegetable shop, and local play parks. This supports children's development of their core muscle skills, as well as introducing them to the world around them.
- The childminder demonstrates a sound understanding of how to support children with special educational needs and/or disabilities. She is aware of her responsibilities and has experience of working with outside agencies. She also accesses various training to further support her knowledge.
- The childminder has a secure understanding of the importance of working in partnership with parents and other settings that children may attend. She has particularly strong links with local schools. Parents particularly value the 'home away from home' feel the childminder creates, and 'cherish' the relationship she has developed with children.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

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

- build on opportunities for young children to begin to learn about how to keep themselves safe.

## Setting details

|                                             |                                                                                   |
|---------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number                     | EY302414                                                                          |
| Local authority                             | East Sussex                                                                       |
| Inspection number                           | 10283822                                                                          |
| 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 | 2 to 10                                                                           |
| Total number of places                      | 6                                                                                 |
| Number of children on roll                  | 12                                                                                |
| Date of previous inspection                 | 1 March 2023                                                                      |

## 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**  
Natalie Moir

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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