

Childminder report

Inspection date: 8 August 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming, inviting environment for children. She greets them warmly as they arrive and is sensitive to their individual needs. This helps them settle quickly and feel secure. Children go to her readily for comfort and enjoy a cuddle. The childminder is calm and patient. She has clear expectations for children's behaviour, which helps them behave well. She shows them how to use good manners and act kindly towards their friends.

The childminder knows children well. She provides a broad range of activities that offer them new experiences and extend their knowledge and skills. Children enjoy their time with the childminder. They are delighted when she reads them a story, as she makes this an exciting part of the daily routine. They immediately recognise favourite books and request a special song. They move their bodies to the music, building their physical skills.

Children become more independent as the childminder encourages them to do things for themselves. She organises resources, so that children can easily select things for themselves. Children happily choose a game and help tidy up when they have finished. They are eager to find their shoes and dress themselves. The childminder teaches children useful skills that prepare them well for their future learning.

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

- Children make good progress in their development. The childminder has a clear idea about what she wants children to learn and understands how to build on what they already know. She thinks carefully about what they are ready to learn next and how small steps will help them gain new skills. For example, she supports younger children to gradually complete tasks, such as using a spoon by themselves, until eventually they manage independently.
- Children benefit from many opportunities to develop their communication skills. The childminder sings songs and reads stories every day, and children look forward to these sessions. She listens to children carefully, and praises and encourages them when they practise new words. At times, however, the childminder does not give children enough time to respond during conversations, to build their confidence and speaking skills further.
- The childminder helps children build positive relationships with each other. She acts as a good role model and encourages children to treat one another with respect. Children are eager to join in with activities and have a positive attitude to learning. The childminder supports them to keep trying with difficult tasks, such as putting train track together the way they want it. Children are proud of their achievements, which builds their self-esteem.

- The childminder values each child's unique personality and interests. Children have interesting opportunities to learn about people and communities outside of their experience. For example, they enjoy dressing up in clothing from around the world and tasting new food. However, children have fewer opportunities to share their home languages and experiences with their friends, to build on all children's understanding of diversity.
- There are strong partnerships with parents. The childminder works with them closely to support children's learning. When children first start, she seeks detailed information about children's care routines and what they already know and can do. She regularly shares information about children's progress and offers suggestions for simple activities or games that parents can continue at home. Children therefore experience a consistent approach to their learning and care.
- The childminder regularly updates her knowledge and skills. She makes use of support from the local authority and links with other local childcare professionals to gain new ideas and develop her practice. She identifies areas for improvement and takes prompt action to address these. For example, she has recently updated systems for communicating with parents to make information about their children even more accessible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to recognise and report any concerns about children's welfare. She understands what to do if an allegation is made against her or a household member. The childminder recognises the importance of supervising children vigilantly, including when on outings. She takes prompt action to review her practice following any incidents or accidents, to ensure that she is taking appropriate steps to keep children safe. The childminder also helps children learn to keep themselves safe. For example, she teaches them why they must sit down when they eat to reduce the risk of choking.

What does the setting need to do to improve?

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

- strengthen interactions with children to give them more time to think and respond during conversations
- extend support for children to use and hear their home language and share their backgrounds and experiences within the setting.

Setting details

Unique reference number	EY308708
Local authority	East Sussex
Inspection number	10262989
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 2005. She lives in Eastbourne, East Sussex. The childminder cares for children from 6.45am to 6pm each weekday throughout the year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Rebecca James

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they keep children safe and supervise them appropriately both at the setting and on outings.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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