

Childminder report

Inspection date: 16 May 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy and confident in the childminder's warm and welcoming home. The childminder successfully provides children with an interesting and challenging curriculum. This helps keep children engaged and motivated to learn. For example, she builds on children's interests of nature. She teaches children about different birds and wildlife. Children are confident to recognise a 'blue tit', and they observe their bee house, confidently saying 'that is where masonry bees live'. The childminder teaches children how to be creative in different ways. For example, children use toy dinosaurs and paint to explore print.

The childminder is a positive role model. She teaches children what is expected of their behaviour. This supports children to be polite and to behave well. Children are kind to each other and play happily together. The childminder supports children to develop good physical skills, including smaller physical movements. For instance, children learn to use tongs to transport small items. The childminder is enthusiastic when teaching children the different ways they can move their bodies. For instance, they hop and jump during dance activities. Children learn good communication skills. This is demonstrated when they confidently and excitedly retell well-known stories using their home-made puppets and props.

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

- The childminder establishes positive and trusting relationships with children of all ages. Children enjoy her company and seek her out for hugs and conversation. They listen to the childminder and remain engaged as they play happily with her.
- The childminder knows children well. This includes their individual likes and dislikes. This supports her to plan activities that she knows will help children to learn and keep their interest. All children have a positive attitude towards their learning and make good progress.
- Overall, the childminder supports children to develop some understanding of the importance of healthy lifestyles. For example, they discuss the benefits of healthy eating at mealtimes. However, the childminder does not consistently teach children about the importance of following thorough hygiene routines, such as when it is more beneficial to wash their hands.
- The childminder successfully establishes positive partnerships with parents. She communicates with parents daily and shares information about what their children have enjoyed learning and their next steps in learning. The childminder shares helpful tips with parents, such as how to support children's mental well-being. Parents praise the childminder highly. They state that the childminder is 'professional, energetic and an absolute joy to be around'.
- Overall, the childminder supports children to develop skills to support their future learning. For example, children play games to enhance their early literacy and

mathematical understanding. However, at times, the childminder is too eager to step in and complete tasks for children. Therefore, children do not have consistent opportunities to complete tasks they are capable of to develop their independence skills.

- The childminder evaluates her practice daily. She considers how well children have enjoyed the activities and how she will continue to enhance practice. The childminder works very well with another childminder and assistants who she regularly shares ideas with. The childminder monitors the quality of care and teaching they provide children and uses her findings to support her future plans and highlight any training needs.
- The childminder carries out independent research and training to keep her knowledge up to date. For instance, she has recently learned about how to support children's mental well-being. As a result, the childminder teaches children about emotions and encourages them to be confident to communicate their feelings.
- The childminder teaches children about the wider world around them. Children develop their knowledge of other traditions and festivals, such as Chinese New Year.
- The childminder uses the surrounding communities to build on children's learning well. For example, children regularly visit the beach. They learn how to keep themselves and others safe around water.

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:

- develop children's understanding of the importance of following health and hygiene routines
- give children opportunities to consistently develop their independence skills.

Setting details

Unique reference number	EY310945
Local authority	East Sussex
Inspection number	10392089
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	1
Number of children on roll	22
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2005. She is located in Hastings, East Sussex. The childminder cares for children from Monday to Friday, from 7.30am to 5.30pm, all year around. The childminder works with another childminder, and she has an assistant. The childminder receives funding to provide free early education for children aged one, two, three and four years old.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The childminder carried out a learning walk with the inspector where the impact of the quality of interactions and learning opportunities she provides children were reviewed and considered.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address.
- During the inspection, the inspector spoke to the childminder and the children at convenient times. Written feedback from parents was reviewed and considered.

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 2025