

Childminder report

Inspection date: 31 October 2022

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

Children are very happy and settled. They feel at ease with the childminder as she provides a safe, homely and welcoming environment. Parents describe the setting as a 'home from home'. They praise the way in which the childminder looks after their children and supports their learning.

Children develop well as the childminder plans activities she knows will interest them and offer them relevant levels of challenge. She adapts her teaching well so that every child can take part. For example, when children create Halloween pictures, she allows babies and younger children to explore the art materials in a different way from older children. The childminder knows the children very well. She recognises their different characters and personalities and plans for this effectively. She has a kind, sensitive approach and younger children look to her for comfort and reassurance.

Children behave well. The childminder has a wealth of interesting play materials for children to actively explore. The playroom offers an exciting space for children to choose freely and make independent choices about how they use resources and learn new skills. For example, a younger child excitedly copied the childminder in rolling balls down a slope and beamed with pleasure once she had achieved this by herself.

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

- Teaching is good. The childminder understands how children learn through play and exploration. She plans many practical activities which encourage children to find out new things and learn about the wider world. For example, children go on nature walks to collect items for their autumn table. They visit toddler groups and regularly socialise with other children. The childminder uses games to help younger children begin to understand colours, numbers and shapes. Older children begin to recognise the different sounds letters represent. These skills help children become ready for starting school.
- The childminder offers a professional service. She takes her role in caring for children seriously and is highly respected by parents, who value her knowledge and experience. The childminder keeps her skills up to date. She has high expectations of herself and the children. However, she has not yet fully considered how she could undertake additional specialist training courses to target children's specific learning needs. This would increase the role she plays in helping parents understand how to continue children's learning at home.
- Children make good progress in their learning as the childminder plans for this well. She has an accurate view of what children can already do. She understands clearly what they need to learn next to consolidate their knowledge and gain

new skills. For example, following the COVID-19 pandemic, the childminder recognised that some children needed extra support in learning to play with other children, after not being able to socialise freely during the periods of national lockdowns. The childminder planned for this well and uses many opportunities for children to share, take turns and form positive relationships with others.

- The childminder supports children's health needs well. She teaches them the importance of issues such as handwashing, dental hygiene and healthy eating. Children spend much time outside and benefit from plenty of exercise, fresh air and physical activity. For example, they regularly visit parks, playgrounds, the beach and local places of interest. There are many resources in the childminder's garden which enable children to practise a range of skills. For example, they use wheeled toys, learn to balance and climb, and practise large movements, such as digging and sweeping. These activities contribute well towards children's healthy development.
- Children's language skills are promoted well. The childminder regularly reads to children. She sings songs and rhymes to enrich their vocabulary and help them pronounce words clearly. As younger children play and point at favourite things, or make their needs known through gestures, the childminder uses language well to support early speaking and communication skills.
- The childminder helps children learn to respect and understand the unique qualities of every child and family. She plans activities which teach children about the wider world and the role of others. She chooses her resources carefully to ensure similarities and differences between individuals are celebrated and every child feels good about themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very clear understanding of her role in safeguarding children. She has completed relevant training and is aware of the process she must follow if she has concerns about a child or family. She takes relevant precautions within her home to keep children safe and secure. All outings are appropriately risk assessed and children learn about how to keep themselves safe through daily routines. For instance, older children learn the importance of road safety during outings away from the home.

What does the setting need to do to improve?

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

- use all available development opportunities to further improve teaching and help parents understand how to support children's learning at home.

Setting details

Unique reference number	EY331767
Local authority	East Sussex
Inspection number	10228414
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2006. She lives in Kingston near Lewes, East Sussex. The childminder offers care for children from 8am to 5pm on Monday to Thursday, throughout the year. She receives funding for the provision of free early years education for children aged three and four years. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Jo Caswell

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the premises and discussed how the childminder keeps children safe and supports their learning.
- The childminder explained how she monitors the progress children make and plans activities she knows will support children's learning.
- The inspector observed the childminder interacting with children and assessed the quality of teaching.
- Some records, such as confirmation of first-aid training, suitability checks and accident records, were checked.

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

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