

Childminder report

Inspection date: 23 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 thoroughly enjoy their learning experiences at this warm and welcoming childminding setting. They are eager to take part in the varied range of activities that the childminder plans based on their interests and needs. She understands the most important things that they need to learn next and constantly seeks ways to make activities interesting and fun. The childminder has high ambitions for what all children can achieve and is quick to offer extra support in any areas they might need it. This helps all children make good progress in their learning and development.

The childminder makes it a priority to ensure that children feel safe and secure. She develops warm emotional bonds with the children she cares for and gets to know them very well. Children are happy and comfortable. They go to the childminder readily for comfort and cuddles. The childminder is calm and consistent in reinforcing her expectations, which supports children to behave well. For example, children understand that they should wait for their turn to speak, and show care and concern for their friends, making sure they are not upset.

Under the childminder's guidance, children become highly independent. The childminder encourages them to do simple tasks for themselves as soon as they are able to. They confidently manage tasks for themselves such as washing their hands and putting on their shoes and hats. They willingly help tidy up activities and set up the table for lunch. They gain useful skills to help prepare them for moving on to school.

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

- The childminder constantly reflects on what she does and seeks new ideas and inspiration to continually develop the provision. For example, she has made good use of professional development opportunities to introduce new activities for children to support their communication and language skills. She makes sure any assistants she works with are also supported effectively to develop and extend their early years practice. This helps children experience consistently good quality learning interactions.
- Communication and language are at the heart of the childminder's curriculum. The day is filled with conversations, stories and songs. The childminder emphasises new words to help expand children's vocabularies, such as 'slithery' and 'solution'. Children confidently express their ideas as they describe what they think should happen next in a story. They become capable communicators.
- Older children eagerly take part in planned activities. For example, the childminder skilfully supports them as they use props to make up a story that includes a character, a setting and a problem to solve. Children are highly

engaged. With the childminder's gentle guidance and support, they show wonderful concentration and imagination as they each contribute to the tale. At times, however, when the childminder cares for children of a wide age range, experiences for younger children are less precisely planned. Occasionally, this means some children are not as fully immersed in their learning.

- There are good opportunities for children to practise their mathematical skills during day-to-day routines. For example, the childminder asks children to help prepare for lunch by placing tubs of food on the table, directing them to place their tub 'behind', 'on top of' or 'next to' other items. Children are keen to show their knowledge as they work out where she means.
- There are successful strategies in place to help children learn to manage their own behaviour. The childminder is consistently kind, calm and reassuring. When children struggle with their emotions, she skilfully supports them to recognise and resolve how they feel. For example, she helps children write their worries down and they feed it to the 'worry monster' to help it go away.
- The childminder values each child as a unique individual. She works hard to make sure she offers an inclusive setting where children show each other courtesy and respect. Children learn about their local community, for instance through outings and visits. They find out about some different traditions and events, such as Diwali and Chinese New Year. However, the childminder has not fully extended opportunities for children to share their home languages, backgrounds and experiences, and learn about different cultures, lifestyles and beliefs in more depth.
- There are positive partnerships with parents. The childminder works with them closely to share information and ensure children benefit from a consistent approach to their learning and care. For example, she offers parents activity packs to share with their children at home and encourages parents to contribute their own observations about their child's development.

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:

- enhance planning for the occasions when a mixed-age group is present, to more precisely consider the younger children's learning needs
- strengthen support for children to share their own backgrounds and experiences, and to learn about different lives and communities.

Setting details

Unique reference number	EY362511
Local authority	East Sussex
Inspection number	10392090
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 19
Total number of places	6
Number of children on roll	11
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2007. She lives in Seaford, East Sussex. She operates from Tuesday to Friday, from 8am to 5.15pm, for most of the year. She works with an assistant. The childminder receives funding to provide early education for children aged from nine months old. She has a relevant qualification at level 5.

Information about this inspection

Inspector

Rebecca James

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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