

Childminder report

Inspection date: 2 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish with the exceptionally knowledgeable, kind and nurturing childminder. They develop deep and loving bonds with her. Children build on their knowledge and skills because the childminder plans activities to meet their needs and interests.

Children demonstrate excellent motivation and perseverance when engaged in play and activities. For instance, they concentrate hard when they dress the dolls. They demonstrate excellent problem-solving skills as they make sure the clothes are the right way round, and great dexterity as they do up zips and press studs. Babies are fascinated by sounds and movement. They are motivated to explore and discover, as they notice the sounds they can make with their hands and toys.

Children's behaviour is excellent. They learn to share and take turns. Children understand the 'rules' of conversation, such as waiting to speak and respond, and listening carefully to what one another has to say. They remind each other of how they should behave, and they have impeccable manners. Children learn that they should treat one another with 'kind hands and kind hearts'.

Children make very close friendships with each other. They meet with other groups of children to socialise, work together to create dens or play games in the park. This provides children with an excellent sense of themselves as they build their self-esteem and self-confidence.

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

- The extremely dedicated and well informed childminder strives to maintain her excellent practice. She evaluates and reflects on all aspects of her environment and practice in detail, using the views of parents, children and other professionals. She consistently implements new and innovative ideas. For example, following training, she is introducing children to more resources that spark their imagination and curiosity.
- The childminder plans a highly ambitious and extremely well sequenced curriculum for children. She uses her extensive knowledge of how children learn and develop to ensure activities are appropriate and challenging. For example, shape sorters and toys with buttons and levers are used to support children's interest in finding out how things work.
- The childminder's meticulous observations help her understand when to support children whose learning is in danger of falling behind that of their peers. By putting in swift interventions, children gain the skills they need to be successful learners. The childminder ensures parents can access extra resources and advice so they can help their children's learning at home.

- Children have excellent communication and language skills. Even very young children can effectively express their ideas as they create stories and retell anecdotes. Babies use simple sounds and start to say words as they excitedly play alongside older children. The childminder helps them learn new words as she skilfully plays alongside them. For instance, she asks young children to decide if they are 'squishing' or 'rolling' the play dough.
- During the COVID-19 pandemic, the childminder reflected on how her outdoor provision could better support children's well-being, as well as their physical health. She now plans an exciting and extremely stimulating outdoor curriculum. For instance, children enjoy painting in the woods, building dens and challenging their climbing skills in the trees.
- The childminder's infectious enthusiasm for stories is reflected in the children's own appreciation and love of familiar books. For example, young children know stories so well that they can 'read' them to one another. The childminder provides props to extend children's understanding and knowledge even further. For instance, as children complete a puzzle, they recite the order of events from the corresponding story.
- The childminder inspires children to be deep and curious thinkers. She encourages them to investigate their toys so that they can learn how something works, or learn how to use it in a different way. This supports children to develop excellent problem-solving skills.
- Children demonstrate excellent focus and attention as they recall and demonstrate the things they have learned. For example, when children pretend to make pancakes, they accurately remember the ingredients they used. They use words, such as 'raw', to describe the process and they count as they remember how many minutes the pancakes took to cook.
- Parents are delighted with the care their children receive with the childminder. They particularly comment on the dedication and support she showed to them during the COVID-19 pandemic. The childminder strengthened her methods of communication with parents during this time, such as by sharing stories and play ideas online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding and child protection. She regularly attends training and updates her policies and procedures in line with local guidelines. She shares these with parents. She knows the signs and symptoms of abuse and knows how to report her concerns in a timely manner. She understands what issues might exist for children within her local community and the negative impact the pandemic might have had on vulnerable people. For instance, she would know what to do if she felt children were at risk from extreme views. The childminder helps children learn how to keep themselves safe, such as through road safety, when they are on outings and walks. She works closely with parents to help them understand how to keep children safe and healthy.

Setting details

Unique reference number	114496
Local authority	West Sussex
Inspection number	10136194
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 1996 and lives in Burgess Hill, West Sussex. She provides care from 8am to 6pm, Monday to Friday, for most of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an appropriate early years qualification.

Information about this inspection

Inspector

Alison Martin

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- The children spoke with the inspector during the inspection.
- Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with 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.

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