

Childminder report

Inspection date:

20 September 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 in the childminder's care. They feel extremely safe and have formed wonderful attachments with the childminder. For instance, children and the childminder hold thoughtful conversations about the various activities they would like to do. They are exceptionally polite and play harmoniously together. Children's behaviour and the early relationships that they make are exemplary for their age. For example, older children are thoughtful and exceptionally kind when new children start at the setting. They warmly place their arms around them. This helps children to understand other's emotions.

The reflective childminder excels at delivering age-appropriate, challenging activities. She is passionate about her role to provide children with meaningful, high-quality learning experiences that help them to make sense of the world. For example, young children learn to match different colours through daily activities and older children are confident in counting. Children show great pleasure in being challenged in their learning. For example, they begin to group items and learn about simple addition and subtraction. This helps to support children's early mathematical development.

The childminder has exceptionally high expectations for each child. Children are exceedingly motivated to join in activities. Young children's language is inspiring. Children listen intently to their favourite stories and spontaneously sing rhymes together, showing a secure knowledge of the different actions. Children develop exemplary listening and language skills for their ages. This helps to support them in readiness for their future learning.

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

- The childminder thoughtfully plans highly effective transitions for children. For example, she provides a flexible settling-in period and home visits where she can focus on building positive relationships with the children and parents before children start attending. As such, children settle very quickly in the care of the sensitive childminder. Furthermore, the childminder has excellent relationships with the local nurseries and shares precise information to support children before they move on to nursery. She ensures that children feel safe and secure and are prepared for the next stage in their learning.
- The childminder has an exceptional understanding of how children learn and develop. She meticulously plans her curriculum to meet the needs of the children that she is caring for. The curriculum is exceptionally well sequenced to help children consolidate what they already know and begin to enhance their skills and knowledge even further. The childminder plans high-quality opportunities to strengthen children's hand muscles in preparation for writing.

For instance, children persevere as they use tweezers to pick small items. They cheer with great delight as they succeed. They are highly productive and continually motivated throughout their time spent at the setting. Children's learning is naturally interwoven within the curriculum, they make inspiring progress within all areas of development.

- The childminder is a highly impressive teacher. She consistently engages in ongoing dialogue with children during activities. She skilfully asks well-timed questions and allows children thinking time to process their answers. She introduces a wealth of new words and concepts during activities. For instance, children learn that the French word for a castle is 'chateau'. Children quickly link this back to the trip where they visited a castle and they make inspiring progress in their early-language skills.
- Children are provided with inspiring experiences that support their early education and knowledge of the local community and the wider world. For example, they visit places of natural beauty, the beach and local playgroups. This helps children to consolidate their learning, extending their knowledge of the diverse world around them.
- Children's independence is seamlessly woven into the daily routines. For example, children learn to wash their hands consistently before mealtimes and after using the toilet, without prompting. Young children are extremely confident with their own care needs. They illustrate this as they get their shoes and put them on before going outside. Children know the routines extremely well. These embedded routines help to promote their exemplary behavior and well-being.
- Partnerships with parents are exemplary. Parents speak highly of the care their children receive. They praise the childminder for how well she prepares their children for school and the excellent transition arrangements. Parents comment on the wonderful nurturing she provides for their children. Parents report the wealth of information that the childminder shares ensures that they are continually informed of the progress their children are making.
- The childminder is highly motivated. She has consistently built on her professional development since her last inspection. The childminder focuses her professional development on the needs of children. For example, she has accessed numerous courses on supporting children's emotional development. This has allowed her to develop a deeper knowledge of how children express their emotions. The childminder shares this knowledge with parents who are extremely grateful for her advice on child development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research and has a thorough knowledge of how to protect children. This helps her to keep her knowledge up to date about safeguarding issues. The childminder confidently identifies possible indicators of abuse. She knows precisely what to do should she have any concerns about a child's welfare. The childminder supervises children at

all times and ensures her home is safe and secure. The childminder fully understands how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views.

Setting details

Unique reference number	114564
Local authority	West Sussex
Inspection number	10136195
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	12 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 1994. She lives in Horsham, West Sussex. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Lane

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 inspector viewed the areas used for childminding purposes with the childminder and discussed how the early years provision and the curriculum are organised.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- An evaluation of the activities was discussed by the inspector and the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- A number of parents shared their views through written feedback, which the inspector took into account.

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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