

Childminder report

Inspection date:

23 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are settled and confident in the childminder's care. The childminder organises activities in her lounge and dining area, such as sand play and puzzles. Children confidently access resources they need, and younger children happily play alongside others. Older children confidently communicate with the childminder. For example, they talk about activities they want to do away from the setting, including visiting a historical castle. The childminder explains to children they can visit the castle another day. She talks to children about what she is doing. However, the childminder does not focus her curriculum on supporting children to embed their skills, including younger children's language.

The childminder takes children out regularly on outings to various groups and local places of interest, and she risk assesses all outings before going. For example, she takes children to soft-play centres, local toddler groups and tourist attractions. Although the arrangements for nappy changing are implemented well in the childminder's home, they are not consistently effective on outings. The childminder responds to children in a calm and reassuring way. For example, she gently reminds children to share the resources and distracts children when they find this difficult.

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

- Overall, children's safety is promoted well. The childminder takes children on outings regularly. She understands the importance of risk assessing outings before visiting with the children. However, the arrangements for changing children's nappies on outings are not consistently implemented. For example, children's privacy is not always considered.
- The childminder is a member of a local childminder network group and accesses the group regularly. She has completed various training courses to help keep her knowledge up to date. The childminder makes good use of her support networks. She attends local authority network meetings and is aware of the recent changes to requirements.
- The childminder monitors the progress children make. Although she identifies goals for each child, these are not always targeted accurately to support their next steps in learning and development. This means that children do not consistently benefit from support that is clearly sequenced to reflect their individual learning needs.
- Although older children are confident at communicating their needs, and younger children vocalise their needs well, the childminder does not fully support children's communication and language development. During interactions with children, the childminder explains what she is doing and engages them in stories and singing. This helps to support the development of language and

communication skills. However, she does not focus sufficiently on supporting and encouraging younger children's spoken language.

- Despite weaknesses in the curriculum, the provision for children's expressive art and design is strong. For example, they eagerly use paint in small bottles to paint plastic butterflies. The childminder encourages children to use small amounts of paint to avoid it spilling. Children proudly share their creations with others, and the childminder praises them for their efforts.
- Generally, the childminder has clear behaviour boundaries, and children are beginning to learn these. For example, they know they must not go outside without their shoes on, and they remind each other of this. However, the childminder does not consistently apply behaviour rules to all children. For example, some children are expected to return toys they have taken off others, while other children are not encouraged to do the same. This does not teach children to respect each other or help them understand the impact their behaviour has on others.
- Parents are happy with the care their children receive. The childminder keeps them up to date on the progress their children make. Parents feel they are kept informed about the activities their children take part in and the outings they go on.
- Children's independence is supported well. The childminder teaches them skills that help them to manage their own personal care. For example, she reminds them to wash their hands before mealtimes, and she supports children to do this. After painting activities, the childminder gives children wet wipes and encourages them to wipe their own hands.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the arrangements for changing children's nappies on outings.	23/05/2024

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

- develop the curriculum so that it focuses more precisely on the areas of

development children need to build on and embed, before moving them on

- strengthen practice to effectively build on children's language skills, particularly younger children
- respond to children's behaviour consistently and support children to understand the impact of their behaviour on others.

Setting details

Unique reference number	155435
Local authority	West Sussex
Inspection number	10337568
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 2001 and lives in the West Durrington area of Worthing, West Sussex. She operates from 8am until 6pm, Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Pippa Clark

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- 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 spoke to children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation during the inspection.

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

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