

Childminder report

Inspection date: 1 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder, who is caring and patient. The childminder seeks lots of information when children first start, to plan for their own interests and needs. Children are happy and secure. The childminder uses robust risk assessments to help to provide safe environments that promote children's independence in their play and learning. The childminder is a good role model who helps children learn how to play well with others. Younger children receive age-appropriate explanations to help them start to manage their own emotions and behaviour. Children receive praise and encouragement, which helps them to build a sense of pride and achievement in their own abilities.

Children are motivated and excited learners. They independently choose from a wide range of toys and resources to support their changing interests. The childminder helps children to build a sense of belonging and provides opportunities for children to share their experiences with others. For example, children enjoy talking about their family members displayed in their own individual photo books. The childminder helps children to make healthy choices and build on their own self-care skills. For instance, children help to prepare snack and pour their own drinks. They explore models of teeth and storybooks that help them to understand the importance of good oral hygiene.

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

- The childminder establishes good partnerships with parents. She keeps them informed about the progress their children make. Parents are very complimentary about the care and opportunities their children receive. The childminder shares information effectively with other settings that children attend. This helps to provide continuity in their learning and development.
- Children have lots of opportunities to be physically active. They go on walks to local parks to help build on their balance skills and use the space to run and jump. The childminder gives children new experiences in their learning. For example, they have trips to the beach and, more recently, they visited a nature trail. Children develop a love of stories and books and enjoy reading time with the childminder.
- The childminder carefully considers the areas of learning contained within her setting, to help children to become enthusiastic learners. The childminder plans a wide range of exciting activities and experiences for children. However, she is not always clear about what she intends children to learn during some planned activities. For example, children are given too many choices in resources provided, which does not help them to focus and build new skills.
- Children develop good communication and language skills as they hold lots of discussions with the childminder. The childminder supports their language skills

well as she asks them questions which help to build on the range of words children use. Children are given time to respond with their own views and suggestions, which helps them to feel valued and respected. Children explore early technology to help them learn about the wider world around them. For example, as they place items onto an electronic box, it plays stories or songs of their choice.

- The childminder understands the importance of continually evaluating all areas of her provision. She gathers the views of parents and children to help inform areas she can adapt and change. The childminder precisely plans for her professional development to keep her knowledge up to date. A recent course has helped her to support children's small-muscle skills further.
- Children use early mathematics in their play. For example, they become engrossed in building structures with magnetic shapes. Children are given time to problem-solve and create solutions. For instance, they learn to place larger pieces at the bottom to make the tower more stable. Children investigate with the colours and different shapes. They correctly place triangles together to create a square. This demonstrates that children are using their increasing knowledge and recall skills.
- The childminder sharply monitors and tracks the progress that children make. Children who receive additional funding make steady progress. The childminder is quick to identify potential gaps in children's learning, to ensure that they have additional support if required. The childminder shares ideas and suggestions with parents, which helps children to continue to build on their skills at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She is confident in how she would identify potential signs of abuse and the procedures she would use to report any concerns. This helps to protect the welfare of children. The childminder uses a good range of policies and procedures, which she regularly reviews to ensure that they contain correct information and contact details. The childminder has recently completed a safeguarding training course, which helps her to have the most up-to-date knowledge and understanding. She is aware of wider aspects of safeguarding, such as the 'Prevent duty' and how to protect children and families.

What does the setting need to do to improve?

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

- focus more precisely on identifying the intended learning in planned activities, to help fully support children's learning at all times.

Setting details

Unique reference number	2511807
Local authority	West Sussex
Inspection number	10207810
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 7
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Burgess Hill, West Sussex. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Gwendolyn Andrews

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 accompanied the childminder around the areas of the home used for childminding.
- The inspector observed interactions between the childminder and the children and assessed the impact that teaching has on children's learning and development.
- The childminder, children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed the childminder's professional development and how she evaluates her provision and the current areas identified for improvement. A range of documentation was sampled, including evidence of suitability checks and qualification certificates.

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 2021