

Childminder report

Inspection date: 26 July 2022

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 are extremely happy and enjoy the time they spend with the childminder. They form strong emotional bonds with the childminder and seek her out for a cuddle and reassurance if needed. Children are confident and delight in learning new things. They are provided with a variety of exciting learning experiences linked to their interests. For example, a water play activity with a running water fountain excites and motivates younger children to engage in sensory play. Younger children watch with fascination as they pour water into different-sized containers and they giggle with delight as the water flows through the holes. Older children develop a good understanding of cause and effect and use mathematical language, such as 'full', 'empty' and 'heavy' to describe what is happening when they play.

Children enjoy many opportunities that help them to develop an understanding of the world around them. For example, the childminder takes children on an abundance of outings in the community to learn about nature and explore different places of interest. These experiences help to support children's social skills and their understanding of the world around them. Children's behaviour is good. They play extremely well together, develop friendships and show that they feel valued and respected. Children enjoy the regular praise and encouragement that the childminder provides them with. This supports their confidence and self-esteem effectively.

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

- The childminder offers a curriculum that is well planned and builds on children's interests. She gathers detailed information when children first start at her setting and uses this to plan for their learning. The childminder knows the children well and she has caring and positive relationships with them. She can talk about what they can do, what she wants them to learn and how she will ensure they do this. Overall, teaching is good. However, during adult-led activities, the childminder does not always challenge children through questioning, to further develop their critical thinking and communication and language skills.
- Children enjoy creative and imaginary play. They are encouraged to join in with art and craft activities linked to the topics they are learning about. However, the childminder does not always provide children with the opportunity to express themselves freely or creatively during these experiences. As a result, children sometimes lose interest, complete these activities quickly and then move on.
- Children's health and well-being is promoted well. They learn about the importance of a healthy lifestyle, such as washing their hands before and after mealtimes. Children gain experience of healthy food choices. They enjoy a wide selection of fruit at snack time and the childminder works with parents to ensure that children's lunch boxes are healthy and nutritiously balanced. Children

regularly drink water throughout the day.

- Children develop a love of books and enjoy using the illustrations and their own words to read a story. They focus well as they listen enthusiastically and join in as the childminder reads to them. Younger children understand that images can represent objects and have meaning and they excitedly point to the pictures as they babble. Older children talk confidently about what is happening in the story. This supports their early reading skills well.
- The childminder provides many opportunities for children to develop their mathematical skills. For example, she sings number songs and rhymes, uses number names and number language as children play and introduces shapes and simple counting. This helps children to develop an understanding of mathematical concepts.
- Partnerships with parents are strong. Parents speak positively about the childminder and their children's experiences at the setting. They appreciate the learning that takes place in her care and the progress their children are making. Parents praise the level of communication they receive from the childminder about their children's learning and development.
- The childminder reflects well on her practice and adopts a positive attitude towards making improvements. She seeks the views of parents and children, and takes account of their suggestions. This helps her to identify any areas to improve and develop.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She is confident to identify and swiftly respond to safeguarding concerns in an appropriate manner, if required. Her safeguarding policy further supports her good practice. The childminder has suitable procedures in place and attends training to make sure her knowledge is up to date. She implements clear policies and procedures and ensures that her premises is secure. The childminder carries out regular checks of the indoor and outdoor environment and removes any hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- use opportunities as they arise to challenge children through questioning to further develop their critical thinking and communication and language skills
- provide children with more opportunities to express themselves freely during creative and imaginative play-based activities, so that they can build on their learning and development even further.

Setting details

Unique reference number	2514841
Local authority	West Sussex
Inspection number	10207868
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Billingshurst, West Sussex. The childminder operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Joanne Allen

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 childminder showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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 2022