

Childminder report

Inspection date: 2 February 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 have strong bonds with the childminder, who is patient and kind. She constantly praises children for their efforts and achievements, which helps them to gain confidence and self-esteem in their increasing abilities. Children develop an early understanding of good behaviour and how to manage their own feelings. For example, the childminder provides gentle explanations if younger children get frustrated, to support their emotions. Children learn about the wider world around them and of their immediate community. They enjoy regular trips to parks and toddler groups and join in with planned activities to celebrate different cultures. For example, children learn about tigers for Chinese New Year.

Children are encouraged to become self-reliant and independent. They quickly follow routines for washing their hands and sitting down for snack time. Older children pour their own drinks and dress themselves for outside play. This helps them to start to gain the necessary skills for their eventual move on to school. Children are excited and inquisitive learners. They show a firm sense of belonging as they make their own choices in their learning. Children are safe and secure. The childminder gives them the freedom to explore in their play.

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

- The childminder uses the information she gathers when children first start, to plan for their own interests and likes. She precisely tracks and monitors the progress that children make. She is quick to identify potential gaps to ensure that they have additional support if required. The childminder carefully considers the next steps she sets to further challenge children's learning. This helps them to make good and steady progress.
- The childminder establishes effective partnerships with parents. She keeps them informed about the progress their children make. Parents value the consistent communication they receive and being included as a large part of their children's successes and development.
- The childminder plans her learning environment for the ages and stages of the children in her care. Children are able to independently access toys with ease. The childminder provides daily learning opportunities indoors and outdoors. However, there are sometimes too many resources and activities on offer, which does not fully support children to concentrate and persevere on tasks.
- Children use early mathematics in their play. For example, they start to recognise similar colours and shapes as they complete jigsaw puzzles. Children use their developing problem-solving skills as they try to push wheeled toys down drainpipes and notice when items go faster or slower.
- Children have many opportunities to play outdoors to help them develop spatial awareness and build on their physical skills. They use their increasing balance as

they jump between wooden stepping stones. Children develop their hand-to-eye coordination as they carefully transfer coloured rice into small pots and containers.

- Overall, the childminder supports children's communication and language skills well. For instance, she regularly asks them questions which help them to build on the range of words and vocabulary they use. Children who speak English as an additional language make steady and encouraging progress. However, occasionally, the childminder does not give children time to respond to questions with their own views and suggestions.
- The childminder uses the process of evaluation well. She understands the importance of gathering the views of parents and children through regular questionnaires, to help to inform areas she can adapt and change. The childminder plans for her professional development to keep her knowledge up to date and relevant, such as through research, sharing information with other childminders and attending training courses.
- Children become immersed in stories, which helps them to build a love of books. They listen intently as the childminder reads an animal story and use their memory skills as they recall the sounds that animals make. Children enjoy making marks in coloured sand and exploring with their senses as they trace patterns using their fingers. This also helps children to build important early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She is knowledgeable and 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 understands the importance of updating her knowledge on all areas of safeguarding. A recent course has helped the childminder to be fully aware of changes and wider safeguarding issues. The childminder uses robust risk assessments and policies and procedures. She regularly reviews her policies and procedures to ensure that they hold correct details and information.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions asked of them
- review the amount of planned activities and resources readily available to children, to support higher levels of concentration and perseverance.

Setting details

Unique reference number	2515184
Local authority	West Sussex
Inspection number	10207884
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	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 East Grinstead, West Sussex. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds qualified teacher status. She provides funded early education for three- and four-year-old children.

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 children and the childminder around the areas of the home and the garden used for the childminding provision.
- The inspector observed the interactions of the childminder and the children and the impact the teaching has on their learning and development. Learning was observed both indoors and outdoors.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for safeguarding children and the childminder's reporting procedures.
- The inspector sampled a range of documentation, 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.

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