

Childminder report

Inspection date: 4 August 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 excitedly explore the home-from-home environment with ease and confidence. The childminder provides stimulating resources that babies and young children enjoy investigating. They happily make independent choices throughout their day. The childminder supports this immensely well as she gets involved, demonstrates with toys and adds vocabulary to support children's learning.

Care routines are carried out respectfully with ample opportunity for conversation and relationship building. The childminder sensitively asks children if she can change their nappies and waits for them to respond. She joyfully engages them as she talks about what she is doing and discusses the farm animals on the poster on the wall next to them. Children demonstrate that they feel safe and secure in the care of the childminder as they smile and giggle with her.

Children benefit from meaningful interactions that enhance their understanding of different concepts. They listen carefully to the childminder as she gives explanations about the outside environment. For example, she clearly shows the children how the small solar-powered fountain works in the water tray. They enjoy covering it up with their hands as they experiment together. Children are developing positive attitudes to learning.

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

- The childminder has good knowledge of how children learn and develop. She carefully plans out the play environment to ensure that children have access to a range of resources that are inspired by their personal interests and experiences. For example, when children visit the dentist, the childminder arranges a role-play area which has dental resources and discusses the importance of looking after teeth. Through this, children develop healthy attitudes towards dental hygiene and use their imagination to recreate real-life events.
- Children's personal development is closely supported during play and activities. While exploring resources at the table, younger children are politely reminded not to stand on the chairs as they might fall off and hurt themselves. Children benefit from this interaction as they begin to understand behavioural expectations. They are also positively supported in beginning to recognise and manage personal risks.
- The childminder fosters communication development well. She constantly introduces new vocabulary as she encourages the accumulation of language with babies and young children. The childminder further supports children who speak English as an additional language by beginning to use some frequently used words from their home languages. This strategy enhances further awareness of the link between different languages for the children. Through this, the

childminder demonstrates high expectations for all children in her care and supports children's understanding of what makes them unique.

- Relationships between children are positive and considerate. They are excited and engaged as they make play dough together as a group. Children enjoy choosing which ingredients to add to change its appearance and texture. They take turns and share resources with support. Children remain absorbed in this activity together for an extended period, allowing them to fully explore the different sensory experiences provided.
- Parents are very happy with the care provided by the committed childminder. They express their gratitude for her dedication and support with their concerns or worries. Parents report that the childminder shares photos of their child's activities and gives them a verbal update each day. However, the childminder does not consistently share information about the specific progress that children are making with parents and other settings they attend. Through this, children's learning is not coordinated as effectively as possible.
- The curriculum provided by the childminder follows the children's interests and provides them with good opportunities to build on what they know and can do. However, at times, the childminder is slightly less ambitious when implementing the literacy curriculum. As a result, children are not consistently challenged as well as possible in this area of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to ensure the safety and welfare of children. She carries out regular risk assessments of her home and has safety measures in place where necessary. The childminder knows the procedure she should follow if she has concerns about an adult working with children. The childminder confidently explains what she must do if she is concerned that a child may be at risk from abuse, and the specific local authority reporting process she should follow. She updates her safeguarding training regularly and has enhanced her understanding of other areas of abuse, including female genital mutilation.

What does the setting need to do to improve?

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

- review and improve arrangements to share information about children's learning with their parents and other settings that they attend
- enhance the opportunities available to support children's literacy development.

Setting details

Unique reference number	2515744
Local authority	West Sussex
Inspection number	10207908
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Shoreham-by-Sea and registered in May 2019. She cares for children from Monday to Friday, 8am to 5.30pm.

Information about this inspection

Inspector

Nicola Houston

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and took account of their views.

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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