

Childminder report

Inspection date: 21 March 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 arrive confidently and are excited to begin playing with their friends. They greet each other happily as they choose their activities. Children feel safe and secure. They demonstrate warm, meaningful relationships with the childminder. For example, when feeling unsure after waking up, children seek her out for a cuddle and reassurance.

Children behave well. They understand what is expected of them and demonstrate this throughout their daily routines. Older children model positive attitudes as they remind younger peers that it is tidy-up time and to work as a team. They eagerly help each other find the correct boxes for toys to go away in, so that they can get started with the next activity. Children engage in interactions with the childminder that support their learning experiences. For example, the children begin to talk about how slowly a snail moves. The childminder joins the conversation and encourages them to think of something else that moves in a similar way. The children are quick to respond and begin discussing a tortoise, its hard shell and how slow it would be in a race.

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

- The childminder provides a home-from-home environment that encourages children to choose their own activities. For example, some children explore the light-up worry box, while others build farms or do puzzles. Through this, children develop their own curiosities and follow interests.
- Children with special educational needs and/or disabilities are fully supported. The childminder is in frequent touch with speech and language therapists and keeps records of her contact with health and care providers. These open channels of communication with other professionals help ensure that children can achieve the best possible outcomes.
- The childminder uses different strategies to help her develop exciting activities each day. However, at times, the childminder does not use assessment sharply enough to plan for children's future learning. As a result, activities do not always build on what children already know and can do.
- Parents are happy with the care that the childminder provides. They share that she makes them feel at ease about leaving their children and supports families with well-being. For example, after receiving feedback from a parent, the childminder created a platform for parents to communicate with one another. This has helped establish a warm and friendly community among families.
- Children exhibit good levels of personal development as they manage their own hygiene needs. For example, before food activities, children wash their hands and are given plenty of positive encouragement to do this. Children demonstrate their ongoing understanding of this, as they remind one another to do it, without

prompting.

- Children play kindly with one another and remain engaged in conversation and play. For example, children plant magic seeds in the garden. They take turns, share resources and imaginatively role play together as they call each other dad or sister. Children demonstrate high levels of respect for one another.
- The childminder offers frequent opportunities for children to interact and communicate as a group. She asks the children questions, such as the colour of the fruit on the table. The children identify the watermelon and talk about the different colours on it and seeds inside it. The childminder continues to encourage this discussion about the other foods. This helps children develop good communication and language skills as they describe and question what they can see.
- The childminder is ambitious and is committed to the ongoing development of her setting. She uses self-evaluation and feedback from parents, to make informed improvements to her practice. The childminder engages in training to support her in gaining further knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding policies and procedures in place which support her in ensuring the safety and welfare of the children. She demonstrates a good knowledge of signs that may cause her to be concerned that a child has become a victim of abuse. The childminder is fully aware of her responsibilities and knows how to make a referral to the relevant local safeguarding authorities if necessary. The childminder also understands clearly the actions she must take in the event an allegation is made about any person living or working on the premises.

What does the setting need to do to improve?

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

- strengthen how assessment is used to enhance the effectiveness of planning for children's future learning.

Setting details

Unique reference number	2518674
Local authority	West Sussex
Inspection number	10214999
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	
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Littlehampton, West Sussex. The childminder works on Mondays, Tuesdays and Wednesdays from 7.30am to 6pm throughout the year. She receives funding to provide free early education for children aged three- and four-years old.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- This was the first routine inspection the provider 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 inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with sample documentation as requested.
- The inspector spoke to parents and took account of their views.
- The childminder and the inspector had a discussion about the intent of the childminder's curriculum.

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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