

Childminder report

Inspection date: 11 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 form positive relationships with the childminder. They show a strong sense of belonging and are happy and settled. Children benefit from a well-organised environment, where they can access tools and materials easily. This helps them develop good concentration for long periods.

Children have regular opportunities to build on their vocabulary when they listen attentively to stories and rhymes. For example, as they look at the book, 'Aliens Love Underpants', they eagerly point to the different-patterned underpants, such as 'stripes', 'spots' and 'hearts'. Children cleverly spot the 'frilly' knickers on the washing line. They patiently wait their turn to match the pictures in the book to the sound buttons. Children demonstrate good self-control. The childminder asks children open questions to assess what they know and can remember. For instance, they say that the heart shape is 'red'. Children develop skills to prepare them well for school.

The childminder has high expectations for children's behaviour. Children begin to understand the rules and expectations for their behaviour and how to make friends. For example, older children share seashells with the younger children when at the sand tray. They feel confident, safe and secure.

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

- Parents comment that they are well informed about the daily activities their children are engaged in. They speak highly of the childminder and the service provided and work closely with her to help children settle. The childminder collects information from parents about their child's starting points. This helps her to decide what activities to plan and what children need to learn next. However, she does not give parents enough details on how they can fully extend their children's learning at home.
- The childminder has created a highly stimulating learning environment in the co-childminder's garden. She plans a variety of multisensory activities to help children meet their learning intentions. For example, children confidently name the coloured bottles of paint and focus hard on opening the lids. They decide how much paint to 'squirt' on the paper which is taped to the floor. The childminder makes learning enjoyable. She laughs when the children bounce their spiky ball in the paint to make interesting dots. Children demonstrate a positive attitude to learning. The childminder skilfully extends the activity to create further challenge. For instance, children try hand painting.
- The childminder supports children's mathematical development well. She provides opportunities for children to make further meaning of their past experiences, such as counting seashells found in the sand tray. The childminder

teaches a range of strategies to help children match their counting words to each shell. For example, she teaches them to say the counting sequence more slowly and move a shell to one side once they have counted it.

- The childminder, co-childminder and assistant take children on a range of interesting outings. For instance, they visit local parks and the seaside to help them learn about nature and the world around them. Children learn about their community. They go to a local toddler group and the library. However, children have limited access to a range of books and play materials to help them to recognise the similarities between families as well as the differences.
- Children begin to manage their own personal care needs and be independent, such as handwashing and putting on their own shoes. They learn about healthy lifestyle choices, such as having a balanced diet to support their good oral health. The childminder understands the benefit of daily exercise. Children have plenty of opportunities to develop their coordination and balance. For instance, they learn how to catch a ball and ride a bicycle without stabilisers. Children learn what physical risks they are confident and able to take.
- The childminder reads information to keep her knowledge up to date. The assistants feel well supported by the childminder. They understand their role and responsibilities. The childminder shares information with other provisions that children attend, to provide continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and the assistants have good knowledge of child protection and the signs and symptoms to indicate a child may be at risk of harm. They know what procedures to follow and who to report any concerns to. The childminder attends safeguarding training. She plans to leave the assistants in sole charge of children for short periods. The childminder and the assistants have a current paediatric first-aid certificate. Risk assessment is effective. The childminder helps children to learn how to keep themselves safe. For example, the children stand back while she gets the bicycles out of the shed.

What does the setting need to do to improve?

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

- use the information gathered about children's interests more effectively and provide parents with enough details on how they can fully support their child's learning at home
- evaluate the quality of teaching practice and effectiveness of planning further, to identify areas of the provision that are not fully developed. For example, help children to make connections between features of their family and other families.

Setting details

Unique reference number	2542770
Local authority	West Sussex
Inspection number	10221481
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	0 to 7
Total number of places	17
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She works in Southwater, Horsham, West Sussex. She operates all year round from 8am to 5.30pm, Monday to Friday, except for one week at Christmas. The childminder works regularly with a co-childminder. She also has three registered assistants. One of these works with the childminder and her co-childminder at any one time. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

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 around the cabin to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding children policy and complaints policy.
- Parents' views were taken account of by the inspector.

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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