

Childminder report

Inspection date: 11 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 enjoy their time with the kind and nurturing childminder. They are extremely settled and secure, showing strong bonds with her and each other. For instance, children play happily in the garden, setting up a tent, cutting leaves using scissors and counting ants with the childminder. The childminder is an excellent role model and has high expectations of children. For example, children are encouraged to dress themselves, to wash their hands and brush their teeth. Older children get their shoes on and help younger children put theirs on before going into the garden.

Children show an excellent understanding of feelings and behaviour. For instance, they remind each other of the rules of the setting and how to play safely. Children are extremely kind to each other and play cooperatively during activities. They gain a superb understanding of safety as they use safety knives to prepare their own snack and talk about not putting knives in their mouths. Children develop good physical skills. For instance, they giggle in excitement and awe as they mix paint using marshmallows and sticks. Children enjoy using ride-on toys and tricycles around the garden.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make very good progress. Children learn key skills needed for their next stages in learning, such as school.

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

- Children's speech and language skills are supported well. For example, the childminder introduces the words 'guide ropes' while the children look at hazards around the tent in the garden. The childminder speaks extremely clearly and asks children precise and well-considered questions. However, on occasions, she does not recognise opportunities to build on their interest to help them to think, find out more information and widen their vocabulary even further.
- The childminder helps children to develop their independence skills. Children independently wash their hands before eating. They learn about good oral health through discussions with the childminder during mealtimes. For example, they tell the childminder 'you have to brush your teeth so they do not fall out and go bad'.
- Parents are extremely happy with the care the childminder provides for their children. They say that the childminder is 'dedicated, nurturing and professional'. She offers bespoke settling-in sessions to meet the needs of all children.
- Children learn about numbers and letters in various activities, such as in painting, in the mud kitchen, and in sand and water play. The childminder makes good use of the outdoor space as a means for teaching the children.

- Children have excellent opportunities to visit places of interest in the local community and learn about different cultures, religions and beliefs. Children regularly discuss people's disabilities, similarities and differences while out on trips and through stories. The childminder works hard to break down stereotypes that children in her care may have.
- Children are highly motivated and are very eager to join in sharing books with the childminder. She introduces new words through stories and reads in a way that sparks their interest. Children listen intently and join in with excitement as they recall familiar phrases and ask questions from 'The Three Little Pigs' and 'The Very Hungry Caterpillar' stories. This helps all children to make very good progress in their communication and language development.
- The childminder has developed good links with the local schools and pre-schools children in her care attend. She supports children exceptionally well to prepare for school by providing opportunities for them to socialise with others and gain confidence in larger groups. She builds their self-esteem by offering praise when children persevere with activities and achieve their own goals. Children show great pride when showing skills that they have learned. They show exceptionally positive attitudes as they play and learn.
- Good partnerships with parents and professionals allow for consistency in each child's learning and development. The childminder works closely with other agencies to ensure that children with identified delays in their development receive the support required at the earliest opportunity. The childminder does not build on her already good partnerships with parents quite as well as possible to collect their feedback to further improve the setting and activities she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe. She attends regular training to keep her knowledge of child protection up to date. She is aware of the indicators of abuse and safeguarding matters, such as radicalisation and domestic violence. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. The childminder understands her responsibility to report any allegations made against her or any household members. She completes daily checks inside and outside her home to make sure it is safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen systems to enable parents to share feedback on the quality of the provision, in order to identify strengths and priorities for improvement

- develop techniques to inspire children to think, seek more information and extend their vocabulary even further during activities.

Setting details

Unique reference number	2545681
Local authority	West Sussex
Inspection number	10221500
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Worthing, West Sussex. She is available to provide care for children between 7.30am and 6pm from Monday to Thursday, and between 7.30am and 3.30pm on Friday, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Bev Boyd

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.
- During a learning walk, a discussion was held about how the learning is organised and planned for the children.
- A joint observation was carried out by the inspector and the childminder.
- The inspector spoke to the children throughout the inspection.
- The inspector observed the quality of the childminder's interactions with children during activities indoors and outside, and assessed the impact this has on children's learning
- Parents provided verbal feedback during the inspection. The inspector took account of all of their views.
- The inspector viewed documents, such as suitability checks, the safeguarding policy and first-aid certificate.

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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