

Childminder report

Inspection date: 23 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 enjoy attending this warm and welcoming, home-from-home environment. They are happy and clearly feel safe in this setting. Children have very strong bonds with the childminder, who is patient, kind and nurturing in her approach. This supports children to develop confidence and strengthens their emotional well-being. Children settle quickly and know familiar routines, that help them to feel comfortable and secure.

Children enjoy learning to be independent. For example, toddlers put on their shoes before going out in the garden. Children gain a can-do attitude to trying new tasks, which supports their future learning well. They enjoy playing with toys that capture their interest. For instance, children pretend to cook and add their spices in with the different shakers that they have made. They have good opportunities to develop their small-muscle skills as they concentrate on chopping their own snack up. Children are making good progress in all areas of learning.

The childminder has high expectations for children's behaviour, and this helps children to understand the rules at her home. They use good manners and learn to tidy away after themselves with encouragement from the childminder. Children show a great level of respect for others and the environment. Their behaviour is good.

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

- The curriculum is well sequenced and offers a range of learning opportunities for all ages and stages of development. The childminder plans a flexible environment, where children can lead their own play. She understands when to carefully intervene to help to extend their knowledge. She knows what experiences she wants to offer children. For instance, as children pretend to be a shop keeper, the childminder extends their learning as they count the money together. This helps support children's imaginative play and early mathematical development.
- Overall, the childminder uses a range of teaching techniques to help children to learn new information and explore what they already know. However, during some adult-led activities, the childminder does not always consider what she wants individual children to learn next.
- Children benefit from the effective settling-in arrangements. The childminder collects detailed information about children's care routines and stages of learning when they first start at the setting. She uses this information to plan according to the children's own experiences and starting points.
- The childminder is particularly skilled at supporting children's communication and language development. She plans fun experiences around stories that the

children enjoy. She provides story props, such as teddy bears, bowls, and porridge oats. This helps children to extend their play and understanding about the story of 'Goldilocks and the Three Bears'. Children instantly link the props to the story, remembering key sentences from the book, such as 'the porridge is hot'. The childminder consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. Children flourish in their communication and language development.

- Children behave well. The childminder uses stories to help young children understand different emotions. Children develop the language to help them to express their feelings. This helps supports their self-esteem and well-being.
- The childminder supports children to develop an understanding of the world around them. For example, she has introduced them to the different insects that visit her garden. The childminder takes children to local toddler groups and trips to the beach. She recognises the importance of supporting young children's social skills.
- Parents are very happy with the care and education that the childminder provides. The childminder communicates effectively with the parents. She completes regular observations and shares these with parents when discussing their children's progress. This supports parents to continue their children's learning at home.
- The childminder regularly reflects on her own skills and knowledge to help evaluate her practice. For example, she has recently created story props to extend the children's learning. However, the childminder does not sharply focus her professional development plans to extend her knowledge and teaching skills to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of wider safeguarding issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements detailed policies and procedures to keep children and her home safe. The childminder carries out daily safety checks, indoors and outdoors, to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- plan adult-led activities more precisely to ensure they focus more on what individual children need to learn next

- engage in targeted professional development to help identify and build on teaching skills, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	2546725
Local authority	West Sussex
Inspection number	10215588
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Billingshurst, West Sussex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder discussed the curriculum intent and how the provision is organised during a learning walk with the inspector.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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