

Childminder report

Inspection date: 28 June 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 arrive at the childminder's home and demonstrate that they feel happy, safe and emotionally secure. They form close bonds with her and make friends. Children are enthusiastic learners and become quickly absorbed in their play. Children show a great interest in play with sand, play dough and water. For example, they enjoy digging in the sand and making volcanoes for toy dinosaurs. They use spoons and spades to dig and carry sand and stones. This supports children to develop their coordination and smaller hand muscles. Children learn about number and are keen to count how many dinosaurs they have. This supports their understanding of mathematics. The childminder has a broad range of books and stories which children enjoy selecting from to look at. They are familiar with some of the stories and are eager to repeat familiar phrases.

Children behave well and learn to share and take their turn. Older children help younger children to knead dough and pour water. Children receive praise for their efforts and achievements. This develops their self-esteem and motivates them to continue to persevere at their chosen task.

All children, including those with special educational needs and/or disabilities and English as an additional language, make 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?

- The childminder has a good settling-in procedure that is tailored to meet each child's needs. This ensures that children are happy, settled and ready to learn when they first start. The childminder gathers detailed information from parents about what children can do and already know at the beginning. However, she does not share or collect information with other early years settings the children attend to enable a consistent approach in children's care and learning.
- Children thoroughly enjoy the outside area. They have fun and laugh as they ride bicycles and ride-on toys around the garden. Children fully engage themselves in sensory and imaginary play. They go on a bug hunt and use leaves, sand and water to make a minibeast world.
- Parents speak positively about the information they receive and are very happy with the progress their children make. They say that their children always look forward to attending and are excited when they see the childminder.
- The childminder promotes communication and language well. She actively listens to what children have to say and asks open-ended questions during conversations. The childminder skilfully extends children's vocabulary. For example, she introduces words such as 'knead', 'stretch' and 'mould' as they make play dough. She skilfully repeats words back to children that they

mispronounce so they hear words spoken correctly. The childminder reads regularly to children, which helps to increase their vocabulary and understanding of new words.

- The childminder plans exciting activities, which extends multiple areas of learning. For example, during imaginary play with dolls, children practise their small-muscle skills by putting clothes on the dolls and doing up buttons.
- Children develop independence and self-help skills during routine times of the day. For example, they wash their own hands ready for snack. They unpack their own fruit boxes and feed themselves. Children are offered healthy meals. The childminder takes every opportunity to teach children about the benefits of healthy eating and regular exercise. For instance, they talk about which foods are sugary and cause teeth decay. Children enjoy dancing to music and singing nursery rhymes with their friends, while the childminder talks to them about the importance of exercise.
- Children are provided with a range of experiences in the childminder's home and are offered visits to local playgroups and parks where they meet the other childminders and their children. This provides children with the opportunity to socialise in larger groups and develop the social skills that help them to prepare for nursery and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder keeps all the documentation that is required well maintained, and she ensures that her records are accurate. This helps to keep children safe. Safeguarding policies and procedures are implemented effectively to protect children from the risks of harm. The childminder regularly checks her environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- improve partnerships with other settings children attend and share detailed information about their development to extend their good progress even further.

Setting details

Unique reference number	2561786
Local authority	West Sussex
Inspection number	10239124
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Lancing, West Sussex. The childminder holds early years professional status and is available to provide care for children between 9am and 5pm, Monday to Wednesday, all year round.

Information about this inspection

Inspector

Bev Boyd

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 childminder.
- During a learning walk, a discussion was held between the inspector and the childminder 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 the childminder's 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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