

Childminder report

Inspection date: 14 July 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 develop positive relationships with the childminder. They are happy, safe and secure in her care. Children explore a wide range of stimulating activities that match their interests and stages of development. They independently choose where they play and are highly motivated in their learning. This gives them the confidence to practise new skills.

Children benefit from a well-sequenced reading curriculum to help them make links across their learning. For example, they listen attentively to a story about 'Mrs Lather's Laundry' and a rhyming book called 'Socks'. Children physically explore what they have read in books to help them know more and remember more. For example, they wash matching patterned pairs of socks, squeeze out the water and peg them on the line to dry. Children show good concentration. They develop fine motor control and precision which successfully supports their hand-to-eye coordination.

The childminder has high expectations for children's social development. Children benefit from her support and positive interactions to help them make good friendships and cooperate. They behave very well. Children learn to respect the needs of others. For instance, they say 'please' at snack time when the childminder asks them, 'What's the magic word?'

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

- Parents share information about their children's interests and care needs right from the start. This helps the childminder plan for what children need to learn next. Children settle quickly. The childminder shares information with parents about the daily activities children engage in. However, the childminder does not share ideas to extend their learning at home.
- The childminder knows the children well. She regularly checks what they know and can do. The childminder is keen to support children's communication and language skills. However, the quality of teaching is not as high as it could be for children learning English as an additional language. Although the childminder counts children's fingers in two languages to teach them about number, she does not work with parents to explore other ways to support their home languages.
- The childminder provides opportunities for younger children to develop their physical strength. This helps develop their small-muscle coordination to support their emerging writing skills. Children freely access writing materials and paper. They make random marks and draw head shapes for different people. The childminder models how to write children's names to introduce letters.
- The childminder provides interesting objects and natural materials for children to

explore and investigate. For example, she freezes toy jewels and pirate coins in small blocks of ice. Children confidently come up with their own ideas and explanations for how to extract the treasure. For instance, they squirt warm water onto the ice to make it melt. Children cover a home-made cannonball with the sand and dig it up again. The childminder reminds them of the word 'excavator', seen in a book at the library yesterday to build on their vocabulary.

- The childminder works closely with parents to meet children's individual dietary needs. She provides a variety of nutritious meals to teach children about making healthy food choices and to promote good oral health. Children manage their own personal care needs, such as toileting and handwashing. They put on their own shoes independently. Children develop the self-help skills needed for school.
- The childminder understands the importance of a healthy lifestyle. She provides opportunities for children to play in the garden and visit the local park. Children widen their social and cultural awareness when they meet different people in the local community. For instance, they visit the local library and attend a music session.
- The childminder regularly reflects on her practice with parents, children and other childminders. She identifies her strengths and areas where she could further improve. For example, she wants to attend more training to update her knowledge. The childminder works closely with other professionals at the local provision children attend. This supports their continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She knows about other safeguarding issues, such as radicalisation and extremism. Risk assessment is effective. The childminder completes regular risk assessments that identify hazards which may arise for children. She has a current paediatric first aid certificate.

What does the setting need to do to improve?

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

- enhance opportunities for children to hear and use their home language
- strengthen opportunities for sharing ideas and activities with parents to further support and extend their children's learning at home.

Setting details

Unique reference number	2566507
Local authority	West Sussex
Inspection number	10239366
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	2 to 8
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Burgess Hill, West Sussex. The childminder operates on weekdays, between 7.30am to 5pm, all year, except for bank holidays and family holidays. She provides funded early years education for two-, three- and four- year-old children. The childminder holds a level 6 qualification in early years.

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 provider.
- The childminder showed the inspector around her home 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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