

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 are warmly greeted by the caring childminder. She offers cuddles and excitedly welcomes them inside. Relationships between the children and the childminder are strong and meaningful. Children demonstrate that they feel safe and confident in this home-from-home environment as they seek out the childminder for comfort and support with tasks.

Throughout the day, children benefit from good-quality verbal interactions that enable them to build a strong vocabulary. As children paint and mix colours, the childminder discusses their work and offers them new words to describe the distinct colours they are creating. Children remain interested in this activity for a long time. They even return to it later in the day to experiment with different resources to stick to their pictures. Children are engaged and are developing positive attitudes to learning.

Children behave well. They show high levels of respect for one another as they play together. Older children often offer support to younger children with their activities. When minor conflicts arise, the childminder models to the children how to acknowledge their feelings and suggests solutions that remind them about the importance of sharing.

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

- Children are provided with many opportunities to develop their literacy skills. They frequently visit the library with the childminder and attend group sessions that support learning of rhymes and songs. She replicates sessions they have attended back at home to ensure that all children have access to the same experiences. The childminder also has many different story sacks. She reads enthusiastically to engage children and begins to inspire in them a love of reading.
- Assessment is carried out effectively by the childminder. She has good knowledge of how to complete a two-year-check and how to use this information to identify any potential gaps in children's learning. The childminder considers information carefully, taking account of children's individual learning styles and interests to plan for their next steps.
- Children's independence skills are developing well. The childminder supports children with their hygiene routines with sensitive conversation and plentiful praise. As children toilet train with success, they show they are pleased with their accomplishments. Through this, children gain confidence in managing their own needs.
- The childminder has a clear understanding of how young children learn and develop. However, occasionally, she does not give children the time they need

to fully extend their critical-thinking-skills during routines and learning activities. As a result, children are not always challenged as much as possible.

- Children play excitedly with a game that supports their understanding of number recognition, matching and counting. Older children demonstrate the game to younger children and the childminder engages alongside them to support their learning. Through activities of this kind, children develop a good knowledge of mathematical concepts appropriate for their different ages.
- Parents share that they are very pleased with the care and education offered by the childminder. They frequently receive photo and progress updates through a shared learning journey. Parents who have children with special educational needs and/or disabilities, express how the childminder is actively involved in their child's progress. She keeps up to date with their appointments, taking advice from other professionals working with their children. Parents are aware of their child's next steps and can therefore support learning further at home.
- Children have access to a range of experiences that teach them about the natural world. For example, children plant, grow and pick vegetables that have been grown in the garden or the childminder's allotment. However, the childminder does not always recognise opportunities arising that build on children's interest in experiences to teach them about the benefits of a nutritious diet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a robust safeguarding policy in line with local authority reporting procedures. She ensures the safety and welfare of children by keeping her knowledge relevant and up to date. The childminder engages in frequent training and has knowledge of many different areas of abuse, including female genital mutilation. She is fully aware of the process to follow should she ever feel a child in her care is at risk of harm. The childminder risk assesses her home regularly and makes continuous safety considerations about the different outings she takes the children on.

What does the setting need to do to improve?

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

- build on how interactions are structured, so that learning experiences offer even more challenge and encourage children to develop their thinking and reasoning skills
- consider how activities and daily routines can be enhanced, to promote children's learning about healthy choices as much as possible.

Setting details

Unique reference number	2569042
Local authority	West Sussex
Inspection number	10239451
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2020 and lives in Rustington, West Sussex. She operates all year round from 8am to 6pm, Wednesday, Thursday and Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. Inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed the educational programmes.
- The inspector observed the interactions between the childminder and children.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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