

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel secure in the care of the childminder. When they feel less confident around visitors, they look to the childminder, who calmly reassures them. This supports them to grow in confidence. Children behave very well. They play cooperatively with each other, and the childminder helps younger children to learn to take turns. Children love to participate in the varied activities available and eagerly say, 'Me too, me too!' when the childminder suggests what is going to happen next. Children develop a love of reading. They enjoy stories that they are familiar with and excitedly recall what is going to happen next.

Children develop good problem-solving skills. They concentrate intently on solving puzzles and focus until they have completed them. The childminder uses children's current interests to plan her activities. For example, she sets up an interest table related to 'The Gruffalo' story for children to explore. Children make good progress across all areas of learning. For instance, young children use mathematical language during play as they talk about how many soft toys they are holding. Children enjoy using their imaginations, for example when they pretend that they are making birthday cakes for their friends.

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

- The childminder provides children with a wide range of exciting and stimulating learning experiences. For example, she takes children to local museums, butterfly farms, aquariums and woodland. These enhance the children's learning by teaching them about the wider world. The childminder collates all of the pictures from the outings into scrapbooks. Children proudly look through their own scrapbooks, talking about their memories.
- The childminder provides good support for children's developing communication and language. She talks to children about what they are doing during their play. The childminder identifies ways to extend children's vocabulary. For example, she notices that a child says 'massive' when describing their play dough creation, so she uses other descriptive words, such as 'gigantic' and 'huge'. This leads to children being confident communicators.
- The childminder has a clear, ambitious curriculum. She focuses on children developing their independence, their talking and listening skills and on making relationships. This helps to prepare children well for the next stage of their education.
- The childminder attends mandatory training to keep her knowledge up to date. For example, she has completed paediatric first-aid training. However, the childminder has not considered how to evaluate her provision effectively in order to identify targeted professional development opportunities to extend her knowledge and raise her practice to the highest level.

- Parents state that the childminder is 'an asset' to their children's development. They explain how she supports them to help their children at home and gives advice on different topics, such as toilet training. Parents particularly value the variety of experiences and outings that the childminder provides. She shares pictures with them and gives them regular feedback on their child's progress.
- Children listen to the childminder singing songs and rhymes. They join in with the actions and play with different objects related to the songs. The childminder talks to children about what they are doing. She labels things for children during their play, such as sea animals. However, at times, she does not consider how to use her interactions to extend children's learning and deepen their knowledge.
- The childminder provides the children with healthy and nutritious snacks. She supports their independence well, for example by giving them a knife to chop up their own fruit. Children access their own water bottles throughout the day, which helps to keep them hydrated. They begin to learn how to meet their own care needs. For instance, children have a go at blowing their noses and independently wash their hands before mealtimes.
- The childminder supports children's emotional development well. She is patient and caring. The childminder encourages children to have a positive attitude and to develop resilience. For example, when children say they cannot do something, she gently encourages them to have a go and praises them for trying hard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children and protect them from harm. She keeps her knowledge up to date and is confident in the procedures to follow should she have a concern about a child in her care. The childminder ensures her home is well maintained and clean. She supervises the children well, so she knows they are safe. The childminder knows the procedure to follow if an allegation is made against her or a member of her household. She has embedded good hygiene measures into her practice, such as handwashing before mealtimes.

What does the setting need to do to improve?

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

- make effective use of self-evaluation and professional development opportunities to identify ways to build on existing skills to develop practice even further
- strengthen conversations and interactions with children to deepen children's knowledge and stretch their learning to an even higher level.

Setting details

Unique reference number	2574638
Local authority	West Sussex
Inspection number	10250887
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Haywards Heath, West Sussex. She operates her service Monday to Thursday from 8am until 6pm. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Jade Orosz

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 setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents 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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