

Childminder report

Inspection date: 12 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in this small and unique setting. The childminder and her assistants help children to build a deep sense of belonging and form strong attachments. Children feel safe and secure and have space to learn with a good mix of indoor and outdoor play to support their overall well-being. The childminder and her assistants are good role models who help children from the very youngest of ages to learn about managing their own emotions. Through this, they are building higher levels of empathy and are starting to recognise the needs of others around them. For instance, older children take great delight in playing and caring for the babies.

The childminder and her assistants show a genuine interest in each and every child as individuals. Children excitedly share stories of their recent weekend adventures, and this helps them to feel valued and respected. Babies and children are enthralled learners who benefit from a curriculum that is planned to support their changing interests and abilities. The childminder gathers an abundance of information when children first start and continues to build on this at pertinent times. As such, she is proactive in following children's progress to adapt the planning in place. This helps to support children to gain additional skills for their future learning.

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

- The childminder and her assistants place the happiness of the children they care for at the very heart of the setting. They have worked tirelessly towards the actions and the recommendation set at the last inspection. For instance, there is now a greater understanding of maintaining accurate records of attendance and reporting procedures. The team holds a higher level of understanding of how to plan a curriculum that helps children to thrive. Children are also given optimal opportunities to develop important self-care skills and an understanding of how to keep themselves healthy.
- The childminder plans well for her professional development and for that of her assistants to keep their knowledge up to date, for instance, attending webinars or courses that help to continuously strengthen their teaching practice. These include a very sharp focus on the safeguarding of all children.
- Children are making good progress. The childminder precisely tracks and monitors their development to quickly identify gaps in their learning. This helps to ensure that children receive additional help if required. The childminder and her assistants regularly discuss their individual key children and involve parents in the critical next steps that are planned for their child's future learning.
- Older children enjoy a variety of planned activities and display increasing concentration and mathematical skills as they count and investigate a range of textiles and craft items to build a Christmas scene. Overall, the childminder and

her assistants follow children's changing interests to provide additional challenge in their learning. However, the range of resources that are provided during planned activities do not fully encourage or support children's own ideas, suggestions or creativity.

- The childminder establishes very strong partnerships with parents, and these continue to be a particular strength of the setting. Parents are very complimentary of the care and the professionalism of the childminder and her assistants. They value the amount of effort that is placed on keeping them involved with their child's successes and the respect each child is given for their own individual personality and characteristics. The childminder places an importance on self-evaluation to consistently raise the quality of all areas of the setting. For example, the team continues to strive towards improving mealtimes to fully involve all babies and children in building confidence in their own self-care skills.
- Children are developing good communication and language skills. They are given time to increase and use their range of vocabulary under the gentle encouragement of the team. The childminder and her assistants introduce a variety of words and sounds that help to build on babies growing abilities. Older children have the opportunities to self-select resources to support their changing interests. However, assistants do not consistently plan for more meaningful opportunities to fully support babies in independently exploring with their vital senses in their everyday play and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are vigilant towards protecting the children in their care. There are robust policies in place that are regularly reviewed and updated. The childminder and her assistants are confident in how they would identify potential signs of abuse and the procedures they would use to report any concerns. This helps to protect the welfare of children. They are aware of wider safeguarding issues, such as county lines and radicalisation.

What does the setting need to do to improve?

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

- support children to have more freedom to use their own suggestions and creativity to maximise their learning experiences
- enhance opportunities for babies to independently explore in their sensory play and learning.

Setting details

Unique reference number	2593437
Local authority	West Sussex
Inspection number	10271316
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 4
Total number of places	11
Number of children on roll	20
Date of previous inspection	19 December 2022

Information about this early years setting

The childminder registered in 2020 and lives in Bognor Regis, West Sussex. The childminder works with two assistants. She operates all year round, from 8am to 5pm, Monday to Friday.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about her early years foundation stage curriculum and what she and her assistants want children to learn. The inspector completed a joint observation with the childminder.
- The inspector observed the interaction of the childminder, the assistants and the children and the impact the teaching has on their learning and development.
- The childminder and the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas that are identified for improvement. A range of documentation was sampled, including suitability checks.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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