

Childminder report

Inspection date: 11 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and confident in this stimulating and nurturing home environment. They know the routines and settle quickly. Children form strong and trusting relationships with the caring and dedicated childminder. Toddlers easily go to her if they need a reassuring cuddle or to share a cosy story. They readily include her in their play, proudly showing their achievements.

Children enjoy their time and are inquisitive and motivated learners. They choose freely from the appealing activities that match their current interests and learning needs. For example, toddlers explore building blocks and make towers for their dinosaurs to knock down. They laugh with excitement and quickly repeat the fun. The childminder joins in enthusiastically and encourages cooperation. Children benefit from her good focus on supporting speech and language as they play. She describes what children are doing clearly and children learn mathematical vocabulary about height or size.

Children have an extremely active and engaging day that includes regular outings into the community. For example, they enjoy exciting day trips to learn more about the natural world, visit a toddler group and local parks. Children mix with a more diverse group of children, to develop their social skills and understanding of others.

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

- The childminder sensitively supports children to manage their feelings, learn to share and take turns. For example, when toddlers show their frustration, she describes how they are feeling, calmly reminds them to 'use their words' and distracts their attention to a new activity. The childminder consistently provides the affection, support and praise children need. This helps to support their emotional well-being.
- Children have very good opportunities to develop their physical skills. For example, toddlers learn to control their muscles as they carefully negotiate the steps to the indoor slide. They strengthen their fingers as they pull cotton wool 'snow' pieces and use tweezers to pick them up. Children learn to use scissors safely and enjoy drawing and creating pictures.
- The knowledgeable childminder closely tracks children's progress. She has a clear understanding of what children should achieve while in her care. She acts quickly when children need additional support and works closely with parents and other professionals, such as speech therapists, to ensure all children make good progress in their learning and development.
- The childminder follows children's interests as they play and interacts with enthusiasm. At times, she does not encourage children to concentrate and develop a deeper understanding of their learning before they move on to

another activity. As a result, children, particularly the most able, do not make the best possible progress.

- The childminder is keen for children to manage their own needs from an early age. For example, she provides water bottles with coloured bands. Toddlers quickly find their own bottle. However, the childminder does not consistently teach children how to respect and look after their environment. She does not consistently encourage children to put away toys as they finish with them. This means that the environment becomes cluttered, which does not fully promote learning.
- The childminder forms strong partnerships with parents. She regularly asks for feedback in order to improve her professional service even further. Parents say they feel reassured that their children are well cared for. They praise the good communication with them and the wide range of outings for the children. The childminder discusses children's progress daily and gives ideas for parents to follow up.
- The childminder has established good relationships with the local school and nursery that the children also attend. Children become familiar with staff and these surroundings. This helps to prepare them for the next stage of their education. The childminder consistently shares information about the children's development to support continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of safeguarding issues and knows who to contact if she is concerned about a child's welfare. She undertakes online training regularly to keep her child protection and first-aid knowledge up to date. The childminder knows what to do in a medical emergency. She practises what to do in the case of a fire and considers what alternative safe space she would use in an emergency if needed. The childminder helps children begin to learn how to keep themselves safe and healthy. Children know they wash hands to remove germs. The childminder's home is well maintained and secure.

What does the setting need to do to improve?

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

- review the implementation of activities to help provide opportunities for children, particularly the most able, to concentrate and fully extend their knowledge
- encourage children to tidy up when needed to help them learn to respect and look after the environment they play in.

Setting details

Unique reference number	2605990
Local authority	West Sussex
Inspection number	10263350
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	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2020. She lives in Burgess Hill, West Sussex. The childminder looks after children from 6.45am to 6pm from Monday to Thursday, all year round. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder talked to the inspector about children's learning and development.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The inspector read feedback from parents and took account of their views.

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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