

Childminder report

Inspection date: 26 April 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 develop a good awareness of mathematical concepts. For example, they learn to understand which objects are heavier than others. They explore this during a game that requires a certain weight and size of car or train to operate fully. Children begin to use mathematical language in their play and point out when things are too small or too big. They have a wealth of opportunities to learn about nature and to explore outdoors. They care for the household pets and also learn about living things, such as slow worms, when they visit the allotment. Children help to plant, tend and harvest crops, which enables them to understand where their food comes from.

Children enjoy pretend play and making food for others. They use tools to mix and make a pretend roast chicken dinner for the childminder to enjoy. They vocalise what they are pretending to eat. The childminder introduces words such as 'delicious' to further increase language development. Children build good levels of independence for their age and work together to tidy away toys to their correct place. Children giggle with delight as they instigate a game of chase. They show increasing skill and awareness of their surroundings as they run, avoiding bumping into each other.

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

- The childminder plans her home environment effectively to enable children to make independent choices about their play. This means that they follow their interests in what they would like to do. The childminder is secure in her knowledge of each child's learning styles and developmental needs. She uses this information successfully to help all children gain the skills and competencies they need to learn next.
- The childminder recognises the impact of the COVID-19 pandemic on children's learning. She plans the curriculum effectively to support children's developmental needs. For example, she plans visits to local groups and amenities to strengthen children's confidence in different surroundings.
- The childminder understands that learning has a sequence. She knows that children need to securely embed each step in the sequence, in their own ways and at their own rate. The childminder takes the lead from children and is guided by them, at their pace. This helps children to move on to what they need to learn next in a successful way.
- Children learn to manage their behaviour with support from the childminder. They begin to understand how to share with their friends and to show kindness and consideration. The childminder is calm in her approach, uses differing tones in her voice and offers gentle guidance. However, on occasions, the childminder is not consistent in explaining to children why they should not do something.

This does not help to further increase their understanding about the possible consequences of their actions and the impact of these on others.

- The childminder fosters effective relationships with parents, who report that her communication with them is 'excellent'. They comment that they 'hear all about his day and what adventures he got up to' and about the childminder's very professional approach.
- Children take great interest in playing games together with the childminder. For example, they repeatedly push the lever on the board game hippo, showing the small-muscle skills needed to enable them to lift the hippo's head and catch the balls. This helps to build on their social skills and playing with others.
- The childminder attends training to keep her knowledge of early years relevant and up to date. She liaises with others in the same profession and recognises the importance of exchanging developmental information with other professionals, where needed. This helps to provide consistency in learning for all children.
- The childminder enhances children's awareness of their community and the wider world through immersive experiences. For example, they attend local groups to build on their social skills and visit the childminder's allotment and other nearby amenities. Children take part in age-appropriate activities that increase their understanding of similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection and the correct procedures to follow in the event of a concern. She understands differing cultural practices and the indicators of these. The childminder risk assesses her home and the activities that children take part in effectively. Children learn to take risks in safe surroundings. For example, they use the slide and climb onto the garden chairs with care. The childminder is always on hand to support children without attracting their awareness. This enables them to build their confidence but to remain safe.

What does the setting need to do to improve?

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

- consistently provide children with explanations about the consequences of their actions to further increase their understanding of managing their behaviour.

Setting details

Unique reference number	2611605
Local authority	West Sussex
Inspection number	10281047
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 11
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2021. She lives in Littlehampton, West Sussex. She operates her service Tuesday to Friday, from 7.30am to 5pm.

Information about this inspection

Inspector

Helen Penticost

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.

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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