

Childminder report

Inspection date: 14 March 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 thoroughly enjoy their busy day with this dedicated childminder. She greets them warmly when they arrive and gives them time to show her their special toys and talk about home. Children choose their own play in the carefully planned, language-rich, learning environment. They revisit and reinforce previous learning ideas or explore exciting new resources. For example, children dress up as familiar superheroes and play imaginatively together. They happily include the enthusiastic childminder, making her the 'villain' and work out ways to catch her using toys in the new toy 'police kit'. The childminder uses this opportunity to discuss the benefits of being a kind person. She explains new vocabulary. Children respond well, listening carefully and hold thoughtful conversations.

Children are confident, safe and completely engaged. They form trusting bonds with the childminder and make firm friendships with other children. They show a strong sense of belonging to the group and play very well together. For example, they help each other set up a board game, take turns to throw the dice, count and move their toy spider. The childminder's consistent praise and encouragement help children gain good self-esteem. For instance, children's pictures are displayed with a notice that says, 'Look at our great work.' Children develop a sense of pride in their achievements.

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

- Children benefit greatly from the childminder's enthusiastic teaching and skilful interactions as they play together. She knows precisely what each child needs to learn next and how to support their development. Children make very good progress in all areas of learning. They are well prepared for the next stage of education in school or nursery.
- The childminder has a strong focus on supporting children's language and literacy. Children enjoy her animated reading of stories that match their current interests and abilities. They learn rhyming words and listen carefully to the sounds letters make in the story, 'Superworm'. Children gain a love of books and often choose to read them.
- The childminder gives children meaningful opportunities to count and understand mathematical ideas as they play. Stories are often used to help children make links between learning. For example, she offers a ruler, so that children can measure how far a toy 'superworm' can stretch. Children show a very good understanding of number as they measure and add, to find the length is 60 centimetres.
- Children explore a variety of interesting materials, such as feathers, stickers and paint, to make pictures. They show good concentration and try hard to write their names. However, at times, the childminder over directs children's activities,

particularly creative work. She does not consistently allow them opportunity to express and develop their own ideas.

- The childminder takes children on a wide range of daily outings into the local community and further afield. These greatly expand learning opportunities. For example, they visits wildlife centres, large gardens and the beach, to explore nature and develop good physical skills. Children meet regularly with other childminders and their children. They gain good social skills and an understanding of the differences between themselves and others.
- The childminder is keen to develop her professional service even further. She monitors children's outcomes carefully and reflects on her practice. The childminder sources training that will increase her skills and knowledge, to help children make the best progress. For example, she completed training that helps her link children's learning with their interests.
- The childminder works very closely with parents. She gets to know families well, beginning with a home visit before a child starts. Parents say their children have become more confident and are 'flourishing' in the childminder's 'stimulating environment'. They praise the clear communication about children's progress and the week ahead. This helps them to prepare well for upcoming events and share learning at home.
- The childminder supports children to be independent and manage their own self-care. She works with parents to enable toilet training. Children begin to learn about keeping healthy. They wash their hands, cut up fruit for their snack and talk about healthy food. Children help to tidy away toys when they have finished a game.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to help ensure her knowledge of safeguarding and first aid are up to date. She has a sound knowledge of child protection. She knows how to report any concerns about a child's welfare or allegations about the behaviour of herself or other childminders. The childminder assesses any possible risks to children both in her home and on outings and puts actions in place to minimise these. For example, she checks her car seats match the weight of the child. The childminder's home is secure, and resources are clean and well maintained.

What does the setting need to do to improve?

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

- give more opportunities for children to express themselves and develop their own ideas in play and creative activities.

Setting details

Unique reference number	2618654
Local authority	West Sussex
Inspection number	10280928
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	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2021. She is based in Southwick, West Sussex. The childminder provides care from 8am to 5pm on Monday and Tuesday and from 9am to 5pm on Wednesday and Thursday, all year round. The childminder is a qualified teacher.

Information about this inspection

Inspector

Sue Suleyman

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 her and has taken that into account in her evaluation of the childminder.
- The childminder took the inspector on a learning walk and talked to her about the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector and these were taken into account.
- The childminder provided the inspector with a sample of key documentation, such as the checks on her suitability to work with children.

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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