

Childminder report

Inspection date:

8 December 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder has high expectations for children's learning. She works closely alongside a co-childminder and they plan an exciting, ambitious curriculum to stimulate children's thinking and curiosity to the highest level. For instance, the childminders arrange exceptional outings for children, such as trips to the farm, beach, airport, toddler groups and soft-play centres. This provides the opportunity for children to have real-life experiences and explore the natural world. They also visit the local community café so that children can meet older members of the community. Parents comment that children play, learn and go on exciting adventures with the childminders. These experiences provide abundant opportunities for children to learn and develop skills. For example, children visit the pier and read a book related to the sea. They can see, hear and smell the sea. They watch the water through the slats in the pier and the movement it makes. This provides the opportunity to introduce new language and extend vocabulary.

The childminder knows the children very well and has developed close bonds with them. She has a clear plan for each child's learning, which she shares regularly with parents. This supports home learning and provides children with optimum learning opportunities.

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

- Children are extremely happy and relaxed with the childminders. They maintain focus and engage in meaningful play. This reflects the childminder's intention to provide a cosy environment for children's learning.
- The childminder has a strong focus on developing literacy skills. Books are always available for the children to read, both independently and with an adult. Children relish listening to a story. The childminder uses props to help children understand the text and they remain focused and engaged with the story. Reading is fully embedded in the curriculum and children are developing excellent early literacy skills.
- The childminder plans to weave the curriculum through all activities and experiences. For example, she encourages children to explore ice that has formed on the table outside. Children use their fingers to melt the ice and make marks in it. The childminder asks them how it feels. She draws their attention to the patterns in the ice and introduces new vocabulary to extend their language skills.
- The childminder is a qualified teacher. She demonstrates a knowledgeable understanding of how children learn. The childminder is passionate about her ambitious curriculum. She intends for children to develop essential fundamental skills. For example, she takes children to safe, open spaces to run. This enables them to move freely and provides the opportunity to develop gross motor skills.

- The childminder provides sociable mealtimes where she eats with the children. She talks about healthy foods such as fruit and vegetables. This promotes healthy eating and children learn about making healthy choices. The childminder monitors young children closely while they are eating and models good manners. This keeps them safe, encourages positive behaviour and children develop excellent social skills.
- The childminder uses a multitude of activities to develop early writing skills. For example, she provides children with physical play opportunities using mud, water, ice and play dough. This helps to develop their hand muscles and fine motor skills to support handwriting in the future.
- Children's behaviour is exemplary and the childminder is a positive role model. She has very high expectations for children's behaviour. The childminder uses positive strategies that support children to share toys and be kind to their friends. Consequently, children learn to have empathy and show care and concern for their peers.
- The childminder consistently encourages children to be independent. Children automatically attempt tasks, such as peeling fruit, without requesting the help of an adult. Children display high levels of perseverance as they get ready to go into the garden. They gather their belongings and put on their own shoes. As a result, children are developing the skills to become confident, independent learners.
- The childminder skilfully supports children's speech and language skills. She consistently uses every opportunity to introduce new language or vocabulary. For instance, the childminder narrates play as children role play in the home corner. Young children repeat key words, demonstrating that their early language skills are developing well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of how to identify the signs that a child could be at risk of harm or abuse. She knows how to record and report her concerns appropriately. The childminder knows how to keep children safe. She completes risk assessments for trips and outings and performs a daily opening check. The childminder monitors children closely at mealtimes to ensure they eat safely. She has completed a paediatric first-aid course and records all injuries and accidents accurately.

Setting details

Unique reference number	2621792
Local authority	West Sussex
Inspection number	10259987
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She co-childminds with her mother from her parents' house, which is located in Worthing, West Sussex. The childminder operates Monday to Thursday, from 7am to 7pm, all year round. The childminder accepts funding for the provision of early education for children aged two, three and four years. The childminder holds qualified teacher status and her co-childminder has a relevant level 3 qualification.

Information about this inspection

Inspector

Lisa Smith

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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