

Childminder report

Inspection date: 29 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day. They are warmly greeted by the childminder, who welcomes them in. They are excited to see their friends and quickly engage in play together. The childminder carefully plans activities that immediately spark children's interest. As such, they become engrossed in play and develop good attitudes to learning as they curiously explore. The childminder has high expectations of children's behaviour. She role models inclusive play and deals with minor altercations well. Because of this, children are kind and play collaboratively with each other as they take turns and share. Children's behaviour is good.

The children have a secure bond with the childminder. They seek her out for play, praise and comfort. She is receptive to their needs and recognises each child's unique personalities within her nurturing approach. This supports children's growing confidence.

The childminder provides many opportunities for children to access the local community and find out about the world around them. Children excitedly recall past outings and what they learned. For example, they excitedly talk about when they visited llamas and alpacas at a local farm together. Children recall the importance of washing their hands after feeding the animals to make sure they do not catch germs. This demonstrates how the childminder teaches the children about keeping healthy.

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

- The childminder has taken action to improve her safeguarding knowledge since the last inspection. She has completed additional training in child protection. She demonstrates a secure understanding and knowledge of local safeguarding partnerships and how to keep children safe.
- Children benefit from a broad and balanced curriculum. The childminder has good knowledge of child development, and she knows the children very well. She uses observations and assessments of their achievements to identify their tailored next steps and address any gaps in learning. She then plans activities and experiences focused on what children need to learn next, incorporating their individual interests. As a result, children make good progress in their learning and development.
- The childminder skilfully incorporates mathematics into children's play. For example, she supports children to count and recognise numbers as they explore a range of activities. Through interaction, she introduces words such as 'small', 'large', 'under' and 'more'. This supports children's mathematical development from an early age.

- Children have some good opportunities to develop their independence. For instance, they freely choose toys to play with and are encouraged to put their own shoes and coats on when needed. However, at times, the childminder does not always fully consider children's capabilities. For example, children do not always have opportunities to practise things for themselves, such as pouring their own drinks or selecting their own foods at mealtimes. This does not fully support children to develop even higher levels of independence and self-help skills.
- Children's communication and language skills are a priority for the childminder. She provides ample opportunities for children to widen their vocabulary. She skilfully narrates their play and introduces new words, such as 'gums' and 'ankle', which children then practise. Children become engrossed in interactive stories as the childminder reads to them with enthusiasm. They delight as they help to tell the story by selecting ready prepared prompts that captivate their attention. Consequently, children are confident communicators.
- The childminder supports children to develop their physical skills. They enjoy running, climbing and exploring a variety of ride-on vehicles. This promotes children's large muscle development. However, the childminder has not fully considered how to encourage and strengthen children's early writing skills, for instance, through activities such as regular mark-making. This does not fully support children to consistently build on their emerging literacy skills.
- The childminder demonstrates a sound understanding of how to support children with special educational and/or disabilities (SEND). She is aware of her responsibilities and understands the importance of working with a range of professionals to meet individual children's needs. This will ensure that children with SEND receive targeted support to make good progress.
- The childminder works well with other settings that children attend or are moving to. She exchanges information with them to help them support children or to ensure that children's learning is promoted effectively and consistently across settings.
- Parents speak highly of the childminder and the care and education she provides. They describe her as warm and caring. They 'cherish' how settled their children are in her care. The childminder is confident to provide support and advice to families, which they value.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge and understanding of safeguarding and child protection. She can identify signs that may mean a child is at risk from harm. She has a secure knowledge of local safeguarding partnerships and knows how to refer a child she has concerns about. She also knows the procedure to follow in the event of an allegation being made in relation to herself, her co-childminder or a household member. The childminder has a good understanding of risk assessment in her home and when taking children out into the local community. Children are well supervised, including at mealtimes. The

childminder ensures that children sit at the table until they have finished eating to prevent choking. Children respond well to this. They draw an imaginary line with their finger from the mouths to their tummies to indicate they have swallowed their foods when finished.

What does the setting need to do to improve?

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

- maximise opportunities for children to do even more for themselves to further support their growing independence in preparation for their next stage of learning
- strengthen the support for children to build on and practise their early writing skills.

Setting details

Unique reference number	2622698
Local authority	West Sussex
Inspection number	10291089
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	3
Number of children on roll	7
Date of previous inspection	14 April 2023

Information about this early years setting

The childminder registered in 2021. She lives in Emsworth, in West Sussex. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder is in receipt of funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation during a planned activity.
- The inspector observed the interactions between the childminder and children.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Parents shared their views of the childminder 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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