

# Childminder report

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Inspection date:

26 September 2023

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children show that they feel extremely safe and secure as they explore the setting while brimming with enthusiasm and confidence. The childminder is exceptionally warm and gentle with the children at all times. They are highly engaged in their learning and often talk about previous experiences as they interact with each other and the childminder. The childminder expertly sets up activities to encourage discussion about past experiences and carefully initiates conversation throughout their play. For example, they explore the 'treasure box' of seasonal objects, including leaves, conkers and cones, and excitedly talk about the things they saw on a recent nature walk. This has a highly positive impact on their self-esteem and language development. Parents describe how their children come back full of stories about the exciting things they have done during the day.

The childminder gets to know the children incredibly well. She builds wonderful relationships with the children and their families, finding out about their interests and unique home lives. She incorporates learning about nature into her provision, with particular attention paid to seasonal change and encouraging confidence and curiosity. This has an exceedingly positive effect on children's well-being and communication and language, especially their vocabulary, which is peppered with words linked to nature.

Children are nurtured to become confident, capable, and curious individuals. The childminder has very high expectations of their behaviour and abilities. This has an incredibly positive effect on their self-esteem, and they show extremely positive attitudes to learning. The childminder consistently extends their learning in the activities she provides. For example, children practise how to take turns, follow instructions, sing simple rhymes, use mathematical language and count during a play dough making activity.

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

- The inspirational childminder provides a highly ambitious and carefully considered curriculum. The rich experiences and activities offered are linked to children's interests, with high priority given to children's well-being and learning from nature and changing seasons.
- The childminder sequences exciting activities to build on children's learning over time. For example, she initially sets up activities to focus on children's sense of belonging and familiarity at her home. As children get closer to school age, she expertly encourages children's listening and attentions skills through small-group activities linked to their interests.
- The childminder places extremely high importance on supporting children's language. For example, she has recently developed her skills in supporting

children's speech and language skills. The impact of this is clearly evident in the children's use of full sentences and their rich vocabulary.

- Children display exceedingly high levels of respect for each other, the environment and for the adults around them. They interact with confidence and happily engage with the inspector as they explore the environment. When difficulties arise around sharing toys, the childminder expertly supports children to express their feelings and cooperate with each other.
- Children with special educational needs and/or disabilities have exemplary support to meet all their needs and make excellent progress. The childminder is proactive in developing her own understanding and works very closely with parents, the local authority and other professionals to implement supportive strategies. Furthermore, these strategies are also shared with parents. This has an extremely positive effect on children's progress and swiftly reduces gaps in their learning.
- The childminder passionately engages the children in nature and the world around them. They attend the beach, parks, woods and a local forest school, where she encourages children to slow down and notice details in nature. She encourages the children to explore with their senses and collect things to bring back to the setting. The items they find become an exciting stimulus for learning. This approach has a incredibly powerful impact on their learning.
- Through skilful questioning, the childminder expertly encourages children's thinking skills and problem-solving skills. Children speculate about what might happen next as they create ramps for toy cars to roll down. Children take responsibility for their own learning, and they are extremely well supported by the childminder at every opportunity.
- Parents speak very positively about the childminder. They receive an abundance of information about children's development. Parents appreciate her sensitive support and ideas to further support learning at home. This helps children to make rapid progress from their starting points. Parents describe how the childminder adapts her systems and provision uniquely for each child. For example, she changes her settling-in sessions to allow children to gain confidence at their own pace.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to safeguard children extremely seriously. She completes regular training and personal research to keep her knowledge of how to keep children safe up to date. She has a clear understanding about the procedures to follow should she have concerns about children's welfare. The learning environment is clean, safe and suitable for children. Daily checks of the premises and places visited while on outings are carried out. Children learn about the risks posed to them online and how to manage these. Furthermore, the childminder shares important information with parents about internet safety to help safeguard children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2638047                                                                           |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10301532                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 2                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in July 2021. She lives in Angmering, West Sussex and holds a level 3 childcare qualification. She works Tuesday, Wednesday and Thursdays, from 8am until 6pm.

## Information about this inspection

### Inspector

Astrella Chapman

### 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 setting.
- 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 childminder with the inspector.
- The inspector looked at and discussed documentation in relation to safeguarding and first aid.

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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