

Childminder report

Inspection date: 14 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children benefit from the warm, trusting relationships they develop with the childminder. This helps all children, including the youngest, to become confident and feel happy and safe in her care. The childminder knows the children well. She recognises when younger children need extra reassurance and offers cuddles and close comfort. Her kindness supports children to develop the early bonds that support their good personal, social and emotional development. The childminder teaches children about kindness and respect. In turn, they learn how to share and take turns, playing cooperatively with their friends.

The childminder has a good understanding of the curriculum she plans for the differing needs of the children in her care. Children enjoy a variety of opportunities to follow their interests. These build on what they know and can do. Babies develop confidence in exploring their environment, as the childminder provides resources that ignite their curiosity. For instance, they find large balls with coloured lights and notice as they roll the ball that the lights change colour. Older children relish opportunities to pretend to be builders. They secure their hats on their heads and practise naming and using the pliers as they search for what they can fix. Children are excited to learn. The childminder recognises and supports this well. This helps children to lay good foundations for future learning.

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

- The childminder has a good understanding of what she wants children to learn and how to incorporate their unique interests within the curriculum she provides. She offers children a variety of opportunities to support their learning and prepares them well for the future by, for example, promoting a love of books. Toddlers choose favourite stories and snuggle in with the childminder as she reads enthusiastically to them, bringing their favourite stories to life. They listen intently as they search for the ducks, pointing these out as they turn the pages of the book. This encourages the children to listen well and to develop their early literacy skills.
- Overall, the childminder promotes children's communication and language skills well. Opportunities for children to hear new language are supported well by the childminder. She speaks to them during their play and models simple words to them. For instance, as children notice the birds in the garden, the childminder names the blackbird, modelling new language for toddlers to hear clearly pronounced. Children begin to repeat the words they hear, which helps them to process and make connections to what they see. However, on occasion, the childminder, in her enthusiasm to share new knowledge with children, overlooks opportunities for children to respond to question she asks before answering for them. At times, this hinders how younger children can fully maximise their

speaking skills.

- The childminder promotes children's positive behaviour well. She is a good role model and is kind and respectful in her interactions with children. The childminder recognises opportunities to help children learn how to respect and value the differing needs of their friends as they play. For instance, toddlers kindly share dolls with their younger friends. They wait patiently as peers cuddle the dolls and return them back to the buggy they are pushing. The childminder praises children's kindness, to support their good social skills.
- Partnerships with parents are good. The childminder gets to know children's routines from home and complements these in her setting well. Regular conversations and sharing of children's progress with parents help them to know about children's current achievements. This helps to support parents in continuing children's learning at home and contributes to the good progress children make. Parents speak highly of the childminder. They say that she provides a home-from-home setting where their children are safe and nurtured.
- The childminder demonstrates a genuine enjoyment of her work. She is committed to her ongoing professional development. She meets with other childminders, to share ideas for best practice, and has kept mandatory training, such as first aid and safeguarding, up to date. However, the childminder identifies that she has not fully considered more focused training opportunities to broaden her teaching skills, particularly around developing children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to keep children safe. She knows how to identify potential signs of harm from a wide range of safeguarding concerns, including radicalisation and non-mobile baby bruising protocol. She knows how to report and escalate concerns about a child if she is worried about their safety. The childminder knows the procedures to follow in the event of an allegation being made about herself or a member of her family. The childminder maintains a safe environment for children to play. She ensures that children are supervised as they play and when eating meals or snacks.

What does the setting need to do to improve?

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

- develop questioning techniques and give children more time to respond to questions asked to help them to build on their communication skills
- strengthen continuous professional development to include a greater focus on how to support and develop younger children's speaking skills.

Setting details

Unique reference number	2648944
Local authority	West Sussex
Inspection number	10308671
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Fishbourne, near Chichester, West Sussex. She provides care for children Monday to Friday, from 7.30am to 5pm, for most of the year. The childminder holds a relevant early years qualification at level 5.

Information about this inspection

Inspector

Tara Naylor

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.

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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