

Childminder report

Inspection date: 9 January 2024

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

The nurturing childminder supports the children in her care well. She recognises children's uniqueness and places a high value on meeting their individual needs. The childminder plans tailored experiences for children, considering their development, interests and curiosities as they arise. As such, children sustain interest in their play and quickly engage in exploring the exciting activities on offer. The childminder is very responsive to children. This means they have a close bond with her. They eagerly seek her out for play, comfort and praise when they achieve new things. This supports children's positive sense of belonging and helps them behave well.

Children enjoy being active. The childminder provides ample opportunities for children to develop their physical skills. They access the local community daily to explore the world around them. This provides opportunities for them to move their whole bodies and develop their core muscle skills. The childminder also understands the importance of children developing dexterity in their hands. Children concentrate intensely as they carefully thread beads onto string. In addition, they use chunky tweezers to pick up small objects as they sort them. The childminder skilfully supports these activities, modelling how to 'squeeze' and 'release' the tweezers. Children's faces beam in delight as they achieve these new skills. This helps to build children's confidence, as well as preparing them to achieve early writing skills.

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

- The childminder provides an ambitious and well-balanced curriculum that covers the seven areas of learning. She considers the different ages of children, adapting activities so they can all take part safely. Children are enthusiastic and independently become engrossed in a variety of activities. The childminder confidently plans children's next steps. She knows what skills children have already learned, and what she wants to teach them next. This enables children to make good progress.
- The childminder recognises the importance of developing children's communication and language skills. She narrates children's play, models language and introduces new words such as 'delicious' and 'magnetic'. This enriches children's vocabulary. The childminder also uses gesture and exaggerated facial expressions during play. This further supports those children who are yet to develop verbal communication. In addition to this, the childminder speaks fluent French as well as English. She intertwines French words into daily routines and play. This helps all children to learn about different languages.
- Overall, children are taught how to keep themselves safe well. The childminder

supports them to understand why she asks them not to do things. For instance, she reminds children not to stand while on the sofa. She explains they may fall and hurt themselves. Children listen and respond well. Furthermore, the childminder teaches them about the importance of good hand hygiene practices at appropriate times of the day. Children do not have access to online materials while in the care of the childminder. However, the childminder has not fully considered how to help children gain an understanding of online safety and how to manage risks while using the internet at other times.

- The childminder has a positive approach to her continuous professional development. She accesses appropriate training and ensures she keeps her knowledge up to date. However, at times, she does not target her professional development plans precisely to consistently build on her knowledge of all aspects of her practice. For example, she has not fully developed her understanding of where to access support for children with special educational needs and/or disabilities.
- Children's behaviour is good. The childminder is clear and consistent in her approach. She models positive behaviour, such as turn-taking and being respectful. Furthermore, she supports children to resolve minor conflicts quickly and calmly. This helps children to begin to understand their own emotions, as well as the needs of others.
- Children gain good independence skills. They confidently self-select their own toys and feed themselves. The childminder teaches children how to put on their coats and shoes, ready for outdoor activities. This provides children with important skills for the future.
- The childminder prides herself in working in partnership with parents. She talks to them regularly about their children's individual learning and interests. In addition, she sends regular photos, which parents particularly value. Parents report that they are happy with the care and education the childminder provides.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen arrangements for supporting children to gain an understanding of how to keep themselves safe online
- focus professional development more closely on extending existing skills and building knowledge and understanding further of all aspects of practice.

Setting details

Unique reference number	2649273
Local authority	West Sussex
Inspection number	10308676
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 3
Total number of places	3
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 Horsham, West Sussex. This childminder operates Monday to Thursday, 8am to 6pm, throughout the year. She holds an appropriate qualification in home-based childcare.

Information about this inspection

Inspector
Natalie Moir

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 childminder.
- The childminder and inspector discussed how the childminder organises their 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 inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- 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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