

Childminder report

Inspection date: 23 February 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 childminder offers a warm welcome to children on arrival, and they settle quickly to a range of activities and resources that are on offer. Children behave well and demonstrate confidence as they explore the play spaces and choose what they want to do. The childminder provides children with opportunities to develop their independence skills. For example, when they are thirsty, she supports children using the water decanter tap to pour themselves their own drinks.

The childminder is highly respectful of children. She listens and responds well to their ideas. This helps children learn that their views are valued. For instance, older children comment they want to listen to music and play a game. The childminder encourages children to describe and explain the rules. This helps develop their range of language skills. Children enjoy playing musical statues, giggling as they practise moving their bodies in a variety of ways to the music. The childminder joins in to help younger children grasp the idea of 'freeze' when the music stops. This contributes towards developing children's social interactions and learning how to follow rules in group games.

Children delight in engaging in imaginative play. They pretend to make food in the mud kitchen adding mud and water to their mixtures. The childminder provides purposeful interactions to help children sustain interest and concentration in their play. She models language that is linked to children's play experiences. For example, the childminder introduces new words such as 'ingredients' in their discussions. This helps children make connections in their learning.

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

- The childminder is clear about what she wants to teach and why. She provides a broad and balanced curriculum to children. This is through a variety of activities and daily routines to help children learn well. The childminder evaluates what she teaches to establish and track the progress children make in their learning and development. Occasionally, the childminder does not consistently adapt activities to the varying ages and stages of children. Nevertheless, all children show they are making good progress.
- Children demonstrate positive attitudes to learning. Young children show curiosity while exploring the garden and show interest in the large percussion sound tubes. The childminder offers children wooden spoons to hit each tube as they notice each one makes a different sound. This fascinates children, and the childminder encourages them to experiment even further to hit different tubes and listen. This supports children to learn about cause and effect.
- The childminder regularly takes children on visits in the local community. This includes trips to the park, shops, library and other childminder groups. The

childminder uses these opportunities to contribute towards building children's knowledge and skills. For instance, visits to local community groups give children exposure to social engagement opportunities. This helps develop social skills as they spend time playing with a wider range of children. The childminder has yet to fully embed teaching children about cultural heritage and learning about others to establish what makes them unique.

- The childminder uses daily routines to support children learning about how to keep themselves healthy. She asks them questions to encourage children to talk about what they know. Children demonstrate their knowledge by commenting they have to wash their hands, so they do not have germs. Furthermore, the childminder engages children in discussion at the snack table about the benefits of eating a healthy diet. She links eating healthy food to explain to children how this gives them 'energy'. When children jump and jiggle while dancing to music, the childminder explains the snack has given them energy to do these movements. This contributes towards children learning what can contribute towards a healthy lifestyle.
- The childminder asks parents to share information about their children and their families. As a result, the childminder is aware of children's learning and development needs. The childminder tracks children's development, so she can identify if there are delays in their learning. Parents comment favourably about the quality of care that is afforded to their children. The childminder uses a variety of ways to share information to parents about their children's day. She is considering ways to offer suggestions to parents to further support learning at home. This has yet to be fully embedded. However, children demonstrate they are being supported well and make good progress.

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 planning so that activities are adapted to precisely meet the needs of much younger children
- enhance parent partnership by sharing ideas and guidance on how parents can support their children's learning at home
- enhance opportunities to support children's understanding of diversity by learning about similarities, differences and what makes them unique.

Setting details

Unique reference number	2649325
Local authority	West Sussex
Inspection number	10305577
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2021 and is based in Haywards Heath, West Sussex. She operates all year round, from 8am to 4.30pm, on Monday, Tuesday, Wednesday and Friday. The childminder does not operate on Thursdays. She holds a level 3 qualification and is certified in paediatric first aid.

Information about this inspection

Inspector
Sherrie Nyss

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 inspector conducted a learning walk with the childminder to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact these have on children's learning.
- The inspector spoke with the childminder at suitable times during the inspection.
- A joint observation was completed and discussed with the childminder.
- The inspector tracked children to establish what it is like for a child at the childminder's home.
- The inspector held a discussion with the childminder in relation to the leadership and management.
- The inspector looked at relevant documentation, such as evidence policies, attendance records and a range of certificates, including proof of first aid and safeguarding training.

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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