

Childminder report

Inspection date: 18 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

Children and their families benefit from kindness and care at this warm and welcoming childminder's home. Children laugh and chatter with the childminder, who shows genuine interest in what they say. For example, children delight in looking through their 'memories book' with her, talking excitedly about trips and outings they have been on together. She praises and encourages them frequently. This supports children's self-esteem and confidence well. The childminder promotes children's safety and self-care skills well. Children ask for wipes regularly to wash their hands. They enjoy exploring resources to help them learn how to look after their teeth. This helps to promote children's understanding of healthy lifestyles effectively.

The childminder positively promotes good behaviour. She helps children to take turns and share toys. Children respond well. For example, they find the sand timer to help them know when to have their turn. They use good manners, frequently saying 'please' and 'thank you' when asking for favourite toys. This supports their personal and social skills well. The childminder has high expectations for children. She plans a wide range of opportunities and activities for children to engage in. For example, children choose vegetables to try from her allotment, which they regularly walk to. This supports children's understanding of the natural world. Children experience growing and tasting a range of different vegetables. This contributes to their developing understanding of how to make healthy food choices.

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

- Children benefit from a wide range of activities and experiences. They spend a long time setting up the train track together, choosing different cars and trains. They play well together. They respond well to the childminder when she gently reminds them to include younger children in their play. This supports children's understanding of sharing and taking turns well.
- The childminder promotes positive interactions between children. Older children are encouraged to help younger children. For example, older children happily cut up pieces of banana at snack time, offering them to younger children first. At lunchtime, they help them to join in, including them in their conversations. This supports children's developing social skills well.
- Younger children are well supported. The childminder provides cuddles and comfort. Babies develop warm and affectionate bonds with her. She encourages their confidence and self-esteem. For example, they are encouraged to choose different musical instruments to join in with rhymes and songs. They show that they enjoy joining in by waving their arms and smiling.
- The childminder promotes a love of reading. Children enjoy joining in with action rhymes and making different animal sounds when sharing a story about zoo

animals. However, there are times when the childminder does not always repeat back what children have said so that they hear clear models of speech. This means that, on occasion, children do not have the opportunity to hear language clearly repeated to help their developing speech skills.

- The childminder plans her curriculum based on the needs and interests of the children she cares for. She prioritises developing children's developing personal and social skills well. For example, she has sensitive conversations with children about similarities and differences between people in society. This supports children's understanding of others.
- The childminder uses assessments and observations of the children to plan activities to support gaps in learning following the COVID-19 pandemic. For example, children enjoy exploring letters and numbers on a large blackboard, talking about different sounds in their names. The childminder skilfully supports this understanding, showing children how to write different letters and numbers. This supports children's literacy and mathematical skills well.
- The childminder is committed to developing her own learning to support children and families. She is currently working towards a qualification to support children with special educational needs and/or disabilities. She has future plans to enhance her understanding of sign language to support children's communication skills. The childminder works closely with an assistant and supports her well.
- Communication with parents is effective. Parents talk highly of the range of information they receive about their children's learning. They appreciate the flexible settling-in sessions and report that their children really enjoy attending. Parents say that their children have made good progress with their confidence, independence and social skills.

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:

- extend further the support for children to hear and explore new words to enhance their developing speech.

Setting details

Unique reference number	2651040
Local authority	West Sussex
Inspection number	10305653
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 8
Total number of places	4
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Horsham, West Sussex. She provides care all year round, Monday to Thursday from 7.30am to 6pm. The childminder holds a level 3 early years qualification. She employs an assistant.

Information about this inspection

Inspector

Victoria Salisbury

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting 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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