

# Childminder report

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Inspection date: 2 April 2024

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

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

### **The provision is good**

Children thoroughly enjoy their time spent with this childminder. They are excited to explore the stimulating environment she provides. The childminder knows children very well and provides personalised care and learning for each child. This means their individual needs are fully understood and well planned for. The childminder understands the importance of developing nurturing relationships with children. In turn, children seek her out for play experiences, praise and comfort when needed. The childminder is responsive to children's needs and wants. For instance, she provides flexibility in the daily routines as she notices children's cues that they are feeling hungry. This supports children's emotional well-being and helps them to feel valued.

The childminder prides herself on bringing children's learning to life. She provides a range of real-life experiences. For example, she takes children on trips to the local farm. They explore the different animals, smells and textures in this new environment. Children are eager to talk about their own experiences as they excitedly recall animals they saw and smells they remember from this trip. The childminder skilfully extends this experience. For instance, she creates imaginative play spaces, using pretend farms and animals. The childminder further enhances this play by adding real photos taken during their earlier trips. Children delight in recognising their favourite animals, themselves, and friends in the photos. These learning opportunities immerse children in new experiences, continually building on their newly learned knowledge. This supports children to make important connections in their learning.

## **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 incorporates the seven areas of learning. She carefully intertwines children's individual interests, alongside consideration for their ongoing development, into planned activities and play experiences. The childminder confidently plans children's next steps. She knows what skills children have learned and what she wants to teach them next and why. This enables all children, including those with special educational needs and/or disabilities (SEND) to make good progress.
- Communication and language are given high priority. Children benefit from positive interactions. The childminder skilfully narrates their play, introducing new words and their meanings. This broadens children's vocabulary. The childminder seeks additional support for children with speech and language delay. She incorporates strategies given by other professionals into daily practice to support these children consistently. However, on occasions, the childminder does not always recognise when children need time to process new information, or to consider her questions. Consequently, children do not always have time to

fully develop their own thought processes or respond with their own ideas. Despite this, overall all children make good progress in their communication and language skills.

- Children's behaviour is good. The childminder has high expectations of children's behaviour. She role models these expectations positively and applies a calm and consistent approach. The childminder gives additional support to children who at times struggle to understand their own emotions. As a result, children are kind to each other, and are well supported to resolve any minor conflicts that may arise. This supports children's personal, social and emotional development well.
- Children have numerous opportunities to develop their independence. They confidently vocalise when they are feeling hungry, and eagerly help set up the table in preparation for mealtimes. The childminder provides children opportunities to self-select their own toys and use their imagination to create their own play. For instance, children pretend various scooters and trikes are their cars. They delight as they take turns to fix their cars in their pretend garage. The childminder is a positive role model, she gives children praise and positive encouragement. This is reflective in children's behaviour. They are resilient and persist when they find something challenging. In addition, children thoughtfully encourage their friends to keep trying and celebrate with them when they achieve. The nurturing support given by the childminder means children are well prepared for future success.
- Children have ample opportunities to develop their physical skills. They enjoy the outdoors, running, scooting, and balancing as they develop their core muscle skills. The childminder provides opportunities for children to develop their hand eye coordination and increase dexterity in their hands. For instance, children enjoy pushing, squeezing, and squashing play dough. This helps children to develop their small hand muscles and prepares them for early writing.
- The childminder has a secure understanding of the importance of working in partnership with parents and other settings that children may attend. She works collaboratively with a range of other professionals, ensuring children with SEND, as well as their families, are well supported. Parents speak highly of the childminder. They report their children have made significant progress since starting with her, including parents of children with SEND. Parents particularly value the vast array of educational trips the childminder takes children on, introducing them to the world around them.

## **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 skills in recognising when children need more time to explore and develop ideas for themselves, to further extend their thinking skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2651450                                                                           |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10332903                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in October 2021. She lives in Worthing, West Sussex. The childminder provides care all year round, Monday to Friday 8am to 5.30pm. She holds a relevant level 3 early years qualification. The childminder is eligible to provide free early education for two-, three- and four-year-old children.

## 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 curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- 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.
- Parents shared their views of the childminder with the inspector.

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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