

Childminder report

Inspection date: 25 April 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 creates a calm environment which enables children to settle well and effectively engage in their learning. They confidently approach the childminder to share their ideas, or to ask for support with tasks. She listens and responds appropriately, which ensures that children's voices are heard and their needs continue to be met.

Overall, children behave well and are friendly towards their peers and the childminder. For instance, some children willingly share the resources with the other children. The childminder praises them for being kind to each other, which promotes their understanding of what positive behaviour looks like. When children struggle to regulate their feelings, she provides them with effective support to manage their behaviour. This includes suggesting ways that they can resolve their difficulties, and this helps children to learn how to solve problems for themselves.

The childminder has high expectations for children's learning and development. For example, she teaches them to manage their own self-care routines, such as putting on their own coats and shoes before going outside. When some children say they cannot do it, the childminder provides gentle encouragement, which helps to motivate them to complete tasks for themselves.

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

- The childminder understands the skills and knowledge that children need to gain before they start school. For instance, she recognises that providing children with a rich set of experiences helps to promote their future success. As such, she effectively plans for their development to ensure that they benefit from a broad and varied curriculum. This helps to prepare children for the next stage of their learning journey.
- The childminder regularly tracks children's progress, which she shares with parents and other relevant childcare professionals. This enables her to identify gaps in children's learning and work in partnership with everyone involved in each child's care. This supports all children, including those with special educational needs and/or disabilities, to make good progress in their development.
- Children benefit from teaching that promotes their communication and language skills. For instance, the childminder supports them to engage in conversations with each other as they explore the sensory tuff tray activity. Children respond positively and enjoy sharing their observations, such as the 'water pearls' being 'bouncy' and 'squishy'. The childminder builds on this further by reading books that link to the activities she has planned for them. Children listen with interest and talk about their knowledge of the story. This helps them to develop their

range of words.

- Overall, the childminder sets clear expectations for how she wants children to behave. Children are polite and considerate of others. The childminder is prompt to take action when children engage in risky play, such as standing on chairs. However, she does not consistently ensure that they understand why certain behaviour may be dangerous. This does not fully support children to identify and manage risks for themselves.
- The childminder implements strategies to promote children's good health. For instance, she reminds them to wash their hands before they eat. Additionally, she encourages them to eat healthy food and talks to them about the benefits of going outside to play. This enhances children's awareness of how they can keep themselves healthy.
- Children engage in the learning environment that the childminder has arranged for them. They enjoy exploring the resources with appropriate guidance and teaching from the childminder. She responds to children's interests in their chosen activities by providing them with targeted support to help them reach their individual learning goals. This includes building on children's mathematical knowledge by encouraging them to count the number of items they are playing with. This helps children to strengthen their understanding of number sequences.
- The childminder plans engaging activities that promotes children's physical development. For instance, children enjoy emptying and filling containers. This helps them to learn the skills they need to complete other tasks for themselves, such as pouring their own drinks.

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 understand how to identify and manage risks as they play.

Setting details

Unique reference number	2657937
Local authority	West Sussex
Inspection number	10333004
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Billingshurst, West Sussex. She operates all year round from 7.30am to 5.00pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification in childcare. She receives funding to provide free early education for children aged two, three- and four-years.

Information about this inspection

Inspector
Hayley Kiely

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 the 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, indoors and outdoors, and assessed the impact that this has on children's learning.
- 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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