

Childminder report

Inspection date: 16 May 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 and her co-childminder create nurturing and trusting relationships with all children. The childminder takes the time to help newer children to settle in by offering lots of cuddles and reassurance. This helps children to feel safe and secure. Children confidently separate from their parents. They engage in a range of exciting activities that the childminder provides. For example, children show enjoyment as they crawl through cardboard tunnels. They giggle with their friends as they play hide and seek. This sparks children's imagination and supports their physical development.

The childminder plans a curriculum to support children to acquire the skills they need for the future. For instance, she encourages children to do things for themselves at every opportunity. Children show pride when they achieve something, such as putting on their own coat. The childminder listens and responds to children's ideas well. For example, she encourages children to vote for the story they would like to hear. This helps children to be confident in expressing their opinions. The childminder gives children clear guidance to help them understand how to behave. Children play well together and share with their friends.

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

- The childminder and her co-childminder work well together as a team. They communicate clearly with each other to ensure that children's needs are met. The childminder demonstrates a good understanding of how to support children with special educational needs and/or disabilities. She is aware of her responsibility to work with outside agencies. The childminder is reflective and understands the importance of developing good practice. For example, she is currently exploring training to further enhance her understanding of behaviour management.
- The childminder develops children's understanding of the world around them. She provides them with plenty of opportunities to broaden their experiences. For example, children show curiosity about nature as they forage for natural resources. The childminder helps children to recognise the different flowers they see. Older children are inquisitive, and they become confident communicators. They consider the best place to put a ladybird they find so that it is safe.
- The childminder supports children's emotional well-being. She teaches them about the importance of being kind and encourages them to express how they feel. For example, she helps children to name their feelings, such as when they are feeling sad. Children are beginning to show care towards each other. They offer their friends a cuddle to comfort them.
- Children benefit from lots of opportunities to play outside and be physically active. For instance, the childminder takes children on regular outings. They visit

local attractions, such as the farm, parks and toddler groups. This helps to broaden children's experiences. In addition, the childminder uses the garden to develop children's physical skills. Children enjoy running and playing ball games with their friends.

- Overall, the childminder includes a wide range of meaningful activities in her curriculum. However, sometimes, she does not adapt activities to fully reflect the concentration skills of the youngest children. For example, the abundance of resources hinders children's ability to maintain focus. This means that younger children become distracted from the learning intentions. Nevertheless, children make good progress.
- The childminder supports children's communication and language well. She takes time to listen to children's conversations and extends their vocabulary. For example, she introduces new words, such as 'lavender' and 'dandelion'. The childminder reads familiar stories with children, holding their attention. She helps children to recall past experiences when looking at the pictures in books. This sparks discussions about children's past holidays. Children receive support to help them become confident communicators.
- The childminder works effectively with parents. She shares updates of children's learning and development. In addition, she provides home learning ideas to support children's learning further. Parents say that they are happy with the care and education their children receive. This helps to contribute to the good progress children make.

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 teaching practice to consider how to adapt activities to further support the attention and engagement of younger children.

Setting details

Unique reference number	2661219
Local authority	West Sussex
Inspection number	10260152
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	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She works with her co-childminder, who lives in Westergate, West Sussex. The childminder operates from 7.30am to 5.30pm, Monday to Thursday, term time only. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

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 setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the childminder.

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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