

Childminder report

Inspection date: 4 September 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

Outdoor play and physical activities are central to the childminder's curriculum. She has a strong focus on helping children develop fundamental physical skills to achieve control of their bodies. Children spend lots of time exploring the outside area. They climb on apparatus and ride bikes to develop their gross motor skills. This helps them to move confidently and have good balance and coordination skills.

Children are happy and content. They settle quickly and engage enthusiastically with activities on offer. The childminder has high expectations for children's behaviour. She is a calm and positive role model and has clear rules and boundaries for children to follow. Children are very polite and extremely kind to their friends. They play together cooperatively and willingly share their toys. They develop good personal and social skills.

Children benefit from rich experiences to learn about being healthy. For example, they plant seeds and grow vegetables in the childminder's garden. Children help to care for the plants and enjoy eating the fruit and vegetables at mealtimes. To extend the learning experience, children take the produce home to share with their families. This supports home learning and encourages children to adopt a healthy lifestyle.

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

- The childminder reflects on her practice and seeks training opportunities to develop her knowledge and skills further. She effectively shares helpful information with parents, such as how children learn through play, to provide continuity in learning at home.
- Strategies are in place to support children who speak English as an additional language. For example, the childminder learns key words from children's home language to help them communicate. Children learn about different faiths and cultures and celebrate festivals that are important to their families. This helps children have a sense of belonging and learn about different cultural backgrounds.
- The childminder skilfully sequences her curriculum to build on children's learning. For example, children relish making bread following the experience of seeing wheat growing in a field and visiting a flour mill. Children focus well during the activity and follow instructions from the childminder to knead and pull the dough. Later they enjoy eating their bread rolls for lunch. This helps children develop an understanding of where their food comes from.
- Children's speech and language skills are supported well. The childminder provides a language-rich environment where she engages with children in meaningful conversations. For example, she listens to what children have to say,

repeats words clearly and introduces new words to extend children's range of vocabulary. Consequently, children have good language skills and communicate well.

- Children are highly independent and learn to take care of their personal needs, such as visiting the toilet and washing their hands. The childminder teaches children how to brush their teeth after lunchtime to help them establish good hygiene routines.
- Number skills are taught well. The childminder uses every opportunity to include mathematical language and counting during play. For example, children relish stacking items and counting them. They count enthusiastically with the childminder and squeal with delight as the tower collapses. This approach supports children to confidently use numbers and mathematical language in their play.
- Children enjoy listening to stories. The childminder shares books with children and tells stories from memory to support early literacy skills. Children concentrate well and listen intently as the childminder reads a story during snack time. She also provides a cosy area for children to relax and look at books independently. This helps children develop a love of books.
- The childminder helps children prepare for moving on to school by reading stories and talking about the experience. However, she has not yet established effective arrangements for communicating with other settings children attend or will be attending to share information about learning and care needs. Therefore, children do not benefit from a fully consistent approach to their learning and development.
- Parents provide positive feedback. They are very happy with the progress their children make and are kept informed of their next steps in learning. Parents particularly like the activities and experiences the childminder provides, such as trips outside the setting, to reinforce children's learning. This includes visits to museums, the beach and parks to help children learn about 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 systems for liaising with other providers children attend or will be attending to provide a more consistent approach to support their learning and development.

Setting details

Unique reference number	2676006
Local authority	West Sussex
Inspection number	10360090
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	0 to 8
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 2022 and is located in Worthing, West Sussex. She operates Tuesday to Friday, 8am to 5pm, term time only. The childminder receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Smith

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 they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting 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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