

Childminder report

Inspection date: 27 August 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 provides a calm and nurturing environment in which children are safe and happy. Children are excited to arrive at the childminder's house. They are keen to play with their friends and find out the activities that the childminder has planned for them. The childminder supports children to play together and take turns with resources and activities. This helps children to become aware of each other's needs.

The childminder skilfully uses children's interests to plan experiences to engage them in learning and to keep them motivated. For example, she provides a large range of resources so that children can create their own role-play tea shop. Children use their writing and mathematical skills to make signs and create a menu. They take turns at counting, handling money and serving play food. The childminder extends this learning by taking children to a shop to buy ingredients in order to make cakes to sell in the tea shop they have created. Children demonstrate a very high level of participation and excitement as the childminder plays alongside them and further extends their learning. Her consistent guidance and support help children to learn the necessary skills to thrive in their future learning.

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

- The childminder reflects well on how to enhance her already good provision. For example, she ensures that she keeps her knowledge up to date and refreshes her skills, which positively impacts the children in her care. The childminder has taken part in training on supporting children to understand their emotions. She has discussions with children about how they are feeling. As a result, they are learning to name their emotions in everyday conversations and situations. In addition, the childminder has completed training about effectively managing children's behaviour. Consequently, children feel valued and listened to, and they demonstrate a high level of respect both towards resources and to each other.
- Mealtimes are a relaxed and social occasion. The childminder uses these times to sit with the children and model good listening skills. She encourages children to contribute to discussions about subjects that interest them. Children respectfully listen to each other and excitedly anticipate their turn to share a story or experience. However, the childminder has not fully considered how to consistently support children to make healthy food choices. As a result, children do not always develop an understanding of how habits contribute to a healthy lifestyle.
- The childminder plans trips outside of her home, giving children the opportunity to learn about the community in which they live. Children visit local parks to exercise in the fresh air. They take a picnic to the nearby beach and mix with

other children, which helps to support their social skills. Parents mention how much their children enjoy day trips out. They are grateful that the childminder provides such an exciting and educational curriculum for their children.

- The childminder supports children's communication and language development well. She provides an ongoing narrative, discussing what children are doing, and she introduces new words as children play. Children become confident communicators and build a wide vocabulary.
- The childminder is committed to keeping children away from harm. She skilfully teaches children about how they can take steps to keep themselves safe in a variety of situations, such as knowing about the dangers of the internet. Children contribute to discussions about online safety and how to use passwords on their devices. Older children share information about 'never talking to people you don't know online'.
- The childminder teaches children to practise and to continuously build on their skills. Children learn that it is fine to make mistakes and that it is important to persevere with tasks and use problem-solving skills to overcome difficulty. For example, children's confidence and self-esteem are extremely high when they work together to successfully build a tower of bricks on a very windy day.

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 arrangements to help develop children's understanding of healthy lifestyles.

Setting details

Unique reference number	2676247
Local authority	West Sussex
Inspection number	10360091
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	5 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2022. She lives in Worthing, West Sussex. She provides care Monday to Friday from 8am to 6pm during school holidays and after-school from 2.40pm to 6pm during term time. The childminder holds a relevant childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Tina Lambert

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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector read written comments from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children at appropriate times during the inspection.

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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