

Childminder report

Inspection date: 12 December 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

Children have developed strong, trusting relationships with the childminder. They show that they feel emotionally safe and secure in her care. The childminder knows the children well. Children can freely choose from a variety of toys and activities that are carefully selected to engage their individual interests. They are motivated to play and learn.

Children show increasing confidence in their ability to play independently as well as interact with others. For example, they listen attentively to the childminder as she narrates how to care for a sick doll. This encourages children to develop their own storylines and enhance their pretend play. Children copy what has been sensitively modelled by the childminder. For instance, they eagerly feed the baby with a 'magic' toy bottle and pretend to clip their fingernails. The childminder's interactions effectively foster children's imagination and social skills.

Children begin to understand the expectations for working cooperatively in a group. For example, the childminder reminds them to share whisks and sticks when stirring a bucket of 'potion' water. Children learn how to manage their own emotions with support from the childminder. For instance, they benefit from the cosy quiet space she has created in a tent to help them regulate their feelings. This helps children to understand how to lead happy and healthy lives.

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

- The childminder provides activities that help children develop their mathematical skills. For example, she challenges older children to count an equal amount of toy penguins on each plate to balance the scales. The childminder uses mathematical language, such as 'more' or 'less', to teach the relationship between number and weight. She adapts her teaching for younger children. For instance, the childminder counts toy penguins in turn to encourage them to recite the number sequence. Children successfully learn key skills for the next stage in their learning.
- Children enjoy the activities that the childminder plans. For instance, they explore a variety of engaging resources, such as pots, cupcake cases and spoons, which the childminder sets out on a board. Children carefully fill several pots with water and glitter and demonstrate good hand-eye coordination. However, at times, the childminder does not plan fully effectively to ensure that children learn what she wants them to from the activities she provides. For example, during this activity, children do not experience mixing colours together to make and name new colours, which was the intended learning.
- The childminder consistently creates numerous opportunities for children to develop their independence. For example, they practise zipping up their coats

and successfully manage the soap dispenser to wash their hands independently. Children build a strong sense of self and an understanding of what they can achieve on their own.

- The childminder takes children out most mornings to meet other people and visit places of interest. For example, she takes children on walks around the country park to splash in puddles and learn about the world around them. Children understand the importance of regular exercise and eating healthily to develop a healthy lifestyle. They widen their social and cultural awareness and learn about the community in which they live. Children develop an awareness of the similarities and differences between themselves and others.
- Parents compliment the care and education the childminder provides. They feel well-informed about their child's progress. For instance, parents view children's activities through an online platform, which helps support their learning at home. The childminder gathers some information from parents when children first start. However, she does not always seek precise information about children's starting points or use the information she collects to help her begin to plan for children's learning. Children therefore do not always benefit from a curriculum that is closely focused on their individual learning needs from the outset.
- The childminder has developed positive relationships with professionals at other educational provisions children attend. She regularly shares information about what children need to learn next to support the continuity of their care and education. The childminder meets up with other local childminders to share good practice. This helps keep her knowledge up to date. She plans to attend training to improve the quality of teaching even further.

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:

- make more use of information gathered from parents before children start to support children's individual learning more precisely from the outset
- strengthen planning to focus more sharply on the skills and knowledge children will learn from activities.

Setting details

Unique reference number	2687314
Local authority	West Sussex
Inspection number	10363720
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	1 to 7
Total number of places	4
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Broadridge Heath, West Sussex. The childminder works Monday to Thursday, 8am to 5pm, all year round. She holds a level 3 childminding qualification. The setting offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity outdoors with the childminder.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- Parents shared their views about the childminder's service with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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