

Childminder report

Inspection date: 23 October 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 demonstrate how safe and settled they feel in the childminder's care. They confidently separate from their parents, eager to explore activities and start playing. Very young children beam with delight and benefit from purposeful interactions the childminder provides during their daily routines and play. The childminder readily offers children warm affection and cuddles. She works hard to support children's personal, social and emotional development to provide a strong foundation to help them learn well. Children show they are confident to engage in a variety of play opportunities.

The childminder knows the children in her care well and uses this information to prioritise what she wants them to learn. She provides lots of opportunities to help children practise their independence and self-help skills. For example, the childminder teaches children how to put on outdoor clothing ready for garden play. Children attempt to put on their own coats and wellies. Those who struggle receive sensitive support from the childminder when it is needed. Furthermore, older children are encouraged to lay the table and pour drinks for their friends. As a result, children make good progress with their independence skills.

Children have positive attitudes to learning and relish opportunities to demonstrate what they know. They actively engage in simple tasks presented by the childminder to develop their mathematical knowledge. She challenges children to identify written numerals, count, and match the correct number of items on their snack plate. This helps children to develop their problem-solving skills.

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

- The childminder provides a broad and balanced curriculum that covers all seven areas of learning. She engages with children through play and sensitive, purposeful interactions to identify their learning needs. The childminder uses this information to plan appropriate next steps, which helps to prepare children well for their next stages of learning.
- The childminder skilfully extends children's learning through asking purposeful questions to find out what they know. For example, while children explore a range of autumnal vegetables, the childminder asks them to tell her about these. Older children confidently label each of the vegetables and recall past experiences of when they have engaged in pumpkin carving activities. This provides an opportunity for children to develop their language skills. Furthermore, the childminder links these discussions to books she reads to the children. Children show confidence as they talk about what happens in stories, using book language during discussions. This helps children to make connections in their learning.

- The childminder works closely with assistants to provide supervision discussions. This helps to identify and evaluate colleagues' ongoing professional development. However, this is not fully embedded to ensure that all colleagues have a clear understanding about curriculum priorities. Despite this, the childminder and her colleagues communicate effectively to ensure that children receive good levels of support in their care and education.
- The childminder demonstrates she regularly engages in children's play and discussions. This helps her to identify what children know, remember and can do to assess their levels of progress. The childminder actively revisits activities with children to ensure that knowledge and skills are firmly embedded. She uses this information to provide regular feedback to parents. However, the childminder has yet to carry out the progress checks for children aged between two and three years. Nevertheless, children show they are making good progress in their learning and development.
- The childminder supports children through activities and discussions to help them learn about one another. This gives the childminder opportunities to talk to children about their similarities and differences and about what makes them unique. Furthermore, children have regular opportunities to go on trips to local green spaces, shops and the theatre. This contributes towards children learning about one another and developing their appreciation of different people, communities and the wider world.
- The childminder works closely with parents and carers to provide feedback, advice and further support to extend children's learning at home. For example, the childminder offers a book lending service. She actively reads to children, bringing stories to life through activities. She continues this work by promoting the love of books for families to share at home together. This contributes towards instilling in children an early love for literacy.
- Children's behaviour is good. The childminder models rules and boundaries so that children are clear about behavioural expectations. There are occasional minor upsets, but the childminder is vigilant and responds appropriately to provide reassurance. Children's emotional well-being is well supported as they recover swiftly and return back to play.

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:

- provide support through supervision arrangements so that all assistants are clear

about curriculum priorities so intended learning is well understood

- develop knowledge of how to successfully carry out and share formal assessments with parents about their children, such as progress checks for children aged between two and three years.

Setting details

Unique reference number	2756668
Local authority	West Sussex
Inspection number	10349685
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works in West Sussex. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and a period over Christmas. The childminder works alongside a co-childminder and assistants. The childminder holds an early years qualification at level 3 and a paediatric first-aid training certificate. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- 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 that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a daily routine.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on curriculum priorities.
- Parents shared their views of the childminding provision 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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