

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 arrive to a very warm welcome from the childminder. Children demonstrate that they are happy and settle quickly. They are keen to engage in activities set up for them to explore. The childminder works hard to develop positive relationships with families. She uses valuable information she gains about children so she can plan a curriculum that meets their individual needs.

The childminder provides a variety of enriching activities and experiences that support children's communication and language skills. For example, children make choices as they pick props from a song sack at group singing time. Children listen and behave well as they participate, wholeheartedly chanting along with actions to familiar songs and rhymes. This helps to build children's growing range of vocabulary.

The childminder spends quality time with children to get to know them well and find out their interests. She provides activities that capture children's curiosity, which helps to sustain levels of concentration and attention during their play. For example, children delight in imaginative play as they use a wide range of resources to make their own pretend magic mixtures. The childminder encourages children to remember themes from a book connected to this activity. Children recall story plots and use new language, such as 'spells' and 'potions', linked to their play. The childminder skilfully uses a variety of teaching skills to help children make connections in their learning.

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

- The childminder carefully plans well-balanced educational programmes that ignite children's curiosity and thirst for learning. She works closely with children to understand their learning needs. The childminder identifies what children already know and can do to build on their existing knowledge and skills. She ensures that planned experiences, resources and routines are precisely aligned to help children learn well and meet their individual needs.
- The childminder seeks opportunities for children to have exposure to enriching experiences. This includes visits to local green spaces and the beach so that children develop knowledge about the natural world. Furthermore, the childminder supports children to learn about people and the local community during trips to the local shops, on trains and to the theatre. This provides opportunities for children to learn about life beyond the setting.
- The childminder works closely with assistants, providing supervision opportunities to reflect on practice and identify training needs. There are some minor weaknesses in monitoring colleagues' knowledge to identify gaps and ensure training is beneficial. This ensures that assistants' knowledge can

continually build and improve over time to enhance the children's provision. Despite this, colleagues share that they are very well supported by the childminder and enjoy the work they do to help children be ready for their next stages of learning.

- The childminder is a positive role model to children. She provides lots of encouragement for children to attempt new experiences and keep trying until they gain success. For example, children listen and follow the instructions during a physical play activity. They practise galloping, jumping and skipping, which all contributes towards developing children's gross motor skills. The childminder praises their efforts, which in turn encourages children to want to keep trying. This positively contributes towards children having positive attitudes to learning.
- The childminder supports children to learn how they can contribute towards their own good health as well as learning about staying safe. This includes activities such as fruit tasting and learning the benefits of a healthy diet. Additionally, children learn how to wash their hands before meals and why this is important. When the childminder takes children out on local trips, she provides opportunities to learn about road safety. This helps children learn about staying safe and following rules. The childminder works closely with families to share information about online safety but has yet to implement teaching children about safe screen time.
- The childminder works closely with families and other professionals when children are identified with special educational needs and/or disabilities. Children benefit from intervention through targeted support from the childminder. She specifically focuses on strategies to help children catch up and achieve their personal potential. All children are making good progress that contributes towards preparing them for their next stages of education.
- The childminder works hard to foster effective partnerships with parents and ensure that they work together to meet the needs of children. She regularly shares updates about children's development and how parents can support learning at home. Parents comment favourably about the care and learning their children receive.

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 supervision arrangements for assistants to identify the impact of training and build on professional practice that continually improves over time

- support children's learning about personal safety even further by helping them recognise how to stay safe online in an age-appropriate way.

Setting details

Unique reference number	2756947
Local authority	West Sussex
Inspection number	10349683
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 lives in West Sussex. She operates all year round, except for bank holidays and a closure period over Christmas. She works alongside a co-childminder and has assistants. She operates Wednesday to Friday, 7.30am to 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- The childminder and the inspector discussed how she organises the early years provision, including the aims and rationale for the 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 planned group activity.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development with a particular focus on curriculum priorities.

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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