

Childminder report

Inspection date:

21 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in this welcoming setting. They develop warm and trusting relationships with the childminder, who is kind, patient and caring. Children are happy and clearly enjoy her company. They include her in their play and ask for help when needed. Children make good friendships. They play well together, for example, helping each other complete jigsaw puzzles. They are learning to share and take turns with gentle and consistent reminders from the childminder. For example, older children ask for the digital clock and watch the numbers to check when it is their time on the see-saw. Children understand the clear routines and what is expected of them. For instance, they know they must tidy away toys before moving on to the next activity.

Children are motivated to learn. They are keen to explore the suitably challenging learning activities that the childminder provides. She successfully builds on their existing skills and interests. Children are excited to discover the outdoor world. This is a strength of the setting. For example, children are proud to show the flowers they have grown and cared for in the garden. Children begin to learn about conservation as they collect rainwater to carefully water the plants.

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

- The childminder sensitively supports children to manage their feelings and understand the effect of their behaviour on others. She consistently provides the affection and encouragement they need to succeed. The childminder notices when younger children are hungry or need a change of routine and responds swiftly. She gives praise and helps children to be proud of their achievements. This helps to promote their emotional well-being.
- The childminder supports children's growing independence through encouraging them to try things for themselves, such as putting on shoes and using the toilet. However, during the COVID-19 pandemic, the childminder put some of her resources out of reach of the children. This measure, which was to initially support cleaning and safety, has continued. As a result, children have less opportunity to choose their own open-ended play activities and direct their own learning.
- The experienced childminder has a strong knowledge of how children learn. She understands the sequence of children's learning. For example, she provides children with play opportunities such as 'painting' a butterfly on the patio using small brooms. This helps to develop good control of their arm muscles needed later for writing. She asks questions to help children think about their previous learning when they share a butterfly story. Children concentrate well, make good progress and are generally well prepared for the later stages of education.
- The childminder promotes children's mathematical learning well, often through

spontaneous opportunities. She makes the most of play and stories to encourage counting and number recognition. For example, children count the fruit the caterpillar eats and find the number symbols. Children learn about capacity as they fill and empty containers in water play.

- The childminder monitors children's learning and development carefully and knows the children well. She quickly identifies when children may need additional support and works closely with parents to help close any gaps. The childminder sends detailed reports when children begin at other settings. However, she does not gain advice from other professionals, such as speech therapists or staff from other settings that children attend. This impacts on some children's progress.
- The childminder enjoys her work. She consistently considers research and new ideas in early years practice that develops her provision further. She links her training to improving outcomes for children. For example, she has completed specialist training to help her better support children with autism spectrum disorder and spot early signs of dyslexia. She ensures her assistant also updates his skills and knowledge.
- The childminder helps children to learn about the world around them. They enjoy regular outings, such as to the park. Children benefit from the fresh air and develop their physical skills well. They meet new people, including disabled adults who live in a home nearby. Children are encouraged to recognise and accept the differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently explains her good understanding of how to safeguard children. The childminder and her assistant access training to help keep their child protection knowledge up to date. The childminder knows who to contact if she has concerns about a child's welfare and understands issues such as radicalisation. The childminder has experience of supporting vulnerable children and their families. The childminder and her assistant complete regular first-aid training and know what to do in a medical emergency. The childminder carries out regular checks to help ensure her premises are safe and well maintained, including areas used by her dogs.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities for children to choose their own activities and lead their own play, to develop their independence skills further
- strengthen partnerships with other professionals to consistently support and complement children's care and learning experiences.

Setting details

Unique reference number	EY219321
Local authority	West Sussex
Inspection number	10228313
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2002. She lives in Rustington, West Sussex. She offers care from 7.45am to 6pm on Monday to Friday, all year round. The childminder receives funding for the provision of free early years education for children aged two, three and four years. The childminder's husband works as her assistant on Mondays and during holidays. They both have a suitable qualification at level 5.

Information about this inspection

Inspector

Sue Suleyman

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 provider and has taken that into account in her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector viewed a sample of documentation and checked the suitability of adults working with the children.
- The childminder and inspector completed a joint observation of the children and discussed their learning.

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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