

Childminder report

Inspection date: 11 April 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 are happy and safe in the childminder's care. They independently explore the learning environment and choose what they would like to play with. Children are confident with visitors to the setting. They explain that they enjoy drawing, cutting, and playing with the cars. Children handle guitars with care and explore them as they make music. They listen to the sounds they are making and create their own songs as they strum the strings. Children explore a wider range of musical instruments, including tambourines and xylophones, and children sing along to popular nursery rhymes.

Children learn about the world around them and how to take care of living things. They speak fondly of the family pet budgie and help to bath him. Children take part in planting runner beans. They use their fingers to make holes to put the seeds in and enjoy watering the soil. Children benefit from the childminder's high ambitions for them and secure understanding of how they learn. They participate in interesting learning experiences that the childminder plans for them because she knows they will enjoy them. This helps them to make good progress. Children behave well and respond positively to support to help them learn to resolve problems themselves.

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

- The childminder provides a good range of opportunities for children to develop their physical skills. For example, they develop the skills of running and climbing as they play outdoors. They develop their small- muscle skills during snack time as they concentrate and thread blueberries and strawberries onto a skewer. Children make good progress in their physical development.
- The childminder supports the children to begin to manage their own feelings and behaviour. She talks to children about how their actions can affect others. The childminder encourages the children to be friendly towards one another. When younger children try to join in older children's play, the childminder explains to them how the younger children look up to them and want to be as big as them. She praises children for their achievements, which helps to motivate them and build their self-esteem. Children maintain focus in activities that they choose.
- The childminder evaluates her environment and has plans for how she would like to further improve. She works closely with other settings that children attend. However, she does not actively seek opportunities to enhance her own knowledge and skills and the delivery of the curriculum.
- The childminder shows a good understanding of how to build on children's learning. She introduces a planting activity by reading the story of 'Jack and the Beanstalk'. When reading to the children, she regularly asks questions to test their knowledge and understanding. The childminder explains how she plans to

extend the activity further by measuring the plants as they grow.

- Children learn to be independent. They are taught the importance of handwashing to keep them healthy. Children are able to put on and take off their coat and shoes to go into the garden. Mealtimes are a social experience where children sit together and chat to each other. This helps to develop their social skills.
- The childminder supports children's developing communication and language well. For example, she shares stories with children and sings to them, which helps to develop their skills further. She interacts with young children by repeating key words and phrases as they play.
- Parents describe the childminder as 'caring' and say they feel that their children benefit from the stimulating learning environment she provides. The childminder provides verbal feedback to the parents about what the children have enjoyed during the day. However, she does not consistently gather information about children when they join the setting or share with parents how they can support children's learning at home.
- The childminder provides a range of opportunities for children to learn about the world around them. For example, children learn about life cycles as they visit a butterfly farm. They develop friendships as they enjoy outings with others, such as to local stay-and-play groups. The childminder networks with other local childminders and they visit parks and go for walks together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust procedures in place to ensure that children are kept safe when on outings. For example, children wear high-visibility vests and there are firm boundaries in place. The childminder organises her home environment to ensure children's safety in the home. For example, she locks the front door and places the key out of reach. She ensures that her paediatric first-aid training is kept up to date. The childminder understands her role and responsibilities to safeguard children. She knows the signs to be aware of which may indicate that a child is at risk of harm. The childminder is confident in the process to follow to raise a concern about a child.

What does the setting need to do to improve?

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

- strengthen partnerships with parents in relation to gathering and sharing information about children's development and supporting their learning further at home
- seek opportunities for training and development and further improve the delivery of the curriculum.

Setting details

Unique reference number	EY230887
Local authority	West Sussex
Inspection number	10228318
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 9
Total number of places	6
Number of children on roll	18
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2002 and lives in Burgess Hill, West Sussex. She operates all year round from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jade Orosz

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 setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting 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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