

Childminder report

Inspection date: 3 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly, seeking out their friends to engage in the activities set up for them to play with. The childminder offers warm and sensitive support to help children feel safe and secure. They have positive relationships with the childminder and are keen to involve her in their discussions and play ideas. At times, children can struggle with their behaviour. However, the childminder provides clear behavioural expectations to help children understand right from wrong and how their behaviour impacts themselves and others.

The childminder uses knowledge she has gained from working in partnership with parents and her own observations to identify what children need to learn. This informs the activities and experiences on offer to help build children's knowledge and skills. For instance, the childminder recognises the importance of developing children's communication and language skills. She utilises rhyme time sessions at the local library as well as lending books for regular story times to help enhance children's range of vocabulary.

The childminder makes the most of the local area to provide children with a wide range of experiences, so they receive a broad and balanced curriculum offer. For example, children visit a farm, the woods, the greengrocers and a local fire station to find out about people who help us in the community. The childminder uses discussion to recall the experiences and introduces new words in their imaginative small-world play, including what a fire pole is and a turntable at the fire station.

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

- The childminder provides educational programmes that give children a broad range of experiences. She uses her knowledge of children's level of development when they first start as well as information from parents to plan a curriculum. This helps children make good progress in the early stages of development and in readiness for the skills they need for starting school in the future.
- The childminder has a good knowledge of the different ways in which children learn. She promotes this through her teaching. For example, she asks children open questions to encourage them to problem solve and share their ideas. This helps children develop the skills to work things out for themselves as well as practising using language in different contexts. However, the childminder does not consistently evaluate the effectiveness of what she provides. This is to ensure that next steps precisely identify what children need to do next. Despite this, children engage well and show good levels of progress in their learning and development.
- The childminder ensures that she provides regular feedback to parents about their child's day and the progress they are making. She ensures that information

is shared with parents, which they pass on to their other childcare providers, so children receive continuity of care. Furthermore, the childminder is aware of her responsibilities to provide feedback in relation to formal assessments, such as two-year-old children's progress checks. However, when minor delays are identified in children's learning, these are initially discussed, but not followed up swiftly with parents and other professionals at the earliest opportunity.

Nevertheless, the childminder has undertaken additional training to develop her professional practice. This helps children to receive some intervention to help them to make the progress they are capable of.

- Children enjoy playing in the outdoor area of the childminder's home. They practise developing their physical skills by accessing balancing stones, ride-on toys and the see-saw. This helps children develop their core strength and balance. Furthermore, the childminder provides a variety of opportunities for children to develop their fine motor skills. Children concentrate as they thread cotton spools onto string, which supports their hand-eye coordination. Children delight in manipulating play dough to achieve a desired effect. This helps build children's dexterity for future handwriting skills.
- The childminder supports children to understand behavioural expectations. She uses a variety of strategies to help children learn social cues, such as sharing and turn taking. At times when children struggle, the childminder offers sensitive support with age-appropriate language, so children recover swiftly. Some children's ability to sustain concentration is variable. However, the childminder is vigilant and uses her knowledge to re-engage children, so they are directed into purposeful play to support their ongoing learning.
- The childminder ensures that children have lots of opportunities to learn about life beyond her provision. She takes children for outings into the woods, so they can find out about the natural world. This helps children develop a wider understanding of aspects about the world in which they live.

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:

- develop evaluation skills to accurately assess the impact of activities on children's learning to precisely identify next steps that are based on their individual needs
- work even closer to liaise with parents and other professionals to ensure that partnership working is effective and intervention for children is sought at the

earliest opportunity.

Setting details

Unique reference number	EY253955
Local authority	West Sussex
Inspection number	10351175
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	11 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hurstpierpoint, West Sussex. She has a relevant qualification at level 3. The childminder operates all year round, from 8am to 5pm on Mondays, and from 7.45am to 5pm on Tuesdays and Wednesdays, and from 7.45am to 4pm on Thursdays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Sherrie Nyss

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 childminder.
- The inspector conducted a learning walk with the childminder to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with the childminder and the children at suitable times during the inspection.
- The inspector tracked a child to establish what it is like for a child at the nursery.
- The inspector held a discussion with the childminder in relation to the leadership and management of the provision.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks and first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024