

# Childminder report

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Inspection date: 5 March 2020

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is good

The kind and caring childminder has created a warm and stimulating environment. Children can select from a broad range of resources, sparking their positive attitudes towards learning. For example, they enjoy using the cups in the home corner as they confidently make drinks, before eagerly offering one to the inspector. The childminder uses her strong teaching style and enthusiasm to promote opportunities for children to problem-solve and think of their own ideas. For example, children are given time to think about how they can reach items from the top shelf of a toy cooker unit, before quickly fetching a step and testing out their ideas.

The childminder has a calm and gentle manner which helps the children to feel emotionally secure. Children love the opportunity to have cuddles as they sit happily upon her lap, listening intently to stories. They are very content and self-assured. Furthermore, children build on their love of stories, as they take books home to read. The childminder knows the children very well and supports them to learn through activities that reflect their interests. She uses her observations to sensitively incorporate different areas of learning into children's play. For instance, the childminder explores animal names and positional language, such as 'next to', while counting groups of animals. This builds effectively on children's prior mathematical knowledge and motivates them to stay engaged.

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

- The childminder provides activities and experiences that the children thoroughly enjoy and that support them to make good progress. She reflects on her practice and takes into account the views of parents, gathered through the use of questionnaires. The childminder attends training and takes action to improve the range of activities and resources on offer. However, she does not focus as precisely as possible to consider how improvements will enhance the curriculum and specifically benefit the individual needs of the children.
- The childminder prepares children well for modern Britain. She teaches them about the importance of different people and various festivals. For example, through food tasting, children learn the importance of honey and apples as part of the Jewish New Year. In addition, they learn about the make up of different family units through stories. For instance, children read a story about two daddy penguins caring for a baby penguin.
- The childminder uses her secure knowledge of child development to skilfully support children's language skills appropriate for their stage of development. She adds narrative to their play, names items to build children's repertoire of words and models sentences.
- Children are developing a good understanding of early mathematics as the

childminder weaves it into their play. For instance, she incorporates the terms 'big' and 'small' as they compare the size of toy dogs, identifies shapes as part of art and craft activities, and counts pieces of fruit.

- The childminder is superb at giving children the time and space to develop their skills of independence. They squeal with delight and call out the childminder's name as they keenly take pride in their individual achievements. The childminder positively encourages children to have a go and develop life skills. For example, children focus intently, and they have a real determination to succeed as they peel and chop a banana for snack. In addition, children wash their hands unaided, put on their own shoes and make their own choices, even from a young age.
- The childminder is part of a local childminding group which meets regularly to discuss best practice and to share ideas. In addition, this provides children with opportunities to make friendships and develop their social skills.
- Children also enhance their knowledge of the world around them as they visit the local woodland and farm. Furthermore, the childminder plans trips out in the local community to extend children's first-hand experiences, for example when they use self-scan machines at a local shop to purchase bread and fruit for their snack.
- Children's behaviour is managed exceptionally well. They are polite and empathetic. The childminder calmly acknowledges children's frustrations and patiently supports them to understand how to play cooperatively together. In addition, children effortlessly manage their own behaviour, for example when they self-initiate the use of a sand timer to manage when it is their turn to use the ball and spoon.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children from harm. She has a secure knowledge of the signs and symptoms of abuse and of wider safeguarding issues, such as the 'Prevent' duty. The childminder knows what to do in the event of a concern about children's welfare, and understands how to refer allegations made against herself or a family member. Her home and garden are secure, and she has effective systems in place to keep children safe on trips out.

## What does the setting need to do to improve?

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

- strengthen the arrangements to identify and precisely target specific areas for improvement, to continually enrich the quality of the curriculum.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY275326                                                                          |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10137029                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 21                                                                                |
| <b>Date of previous inspection</b>                 | 25 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2003. She lives in the Burgess Hill area of West Sussex. The childminder provides care Monday to Thursday from 7.30am to 6pm, throughout the year. She holds a level 3 early years qualification.

## Information about this inspection

**Inspector**  
Adam Hawes

### Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- Discussions were held with the childminder and parents.
- The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the childminder.
- The inspector spoke to children during the inspection.
- The childminder and inspector discussed how the early years provision is organised and how the childminder plans activities for the children.

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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