

# Childminder report

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Inspection date: 5 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder has created a warm and caring environment which helps children to feel welcomed into her home. She offers a high level of support which helps any children who have struggled to settle. For example, her soothing and gentle demeanour helps children to feel loved and happy. This is demonstrated in the way children cuddle up to the childminder and ask her to play with them or read them a story. Children are enthusiastic learners and demonstrate high levels of engagement and curiosity. The childminder encourages children to ask questions and think about different ways in which to do things, such as when trying to build a bigger track for their toy cars.

The childminder has very high expectations for children's behaviour and models this well. She has a firm and gentle approach to managing any minor disagreements that may happen. As a result, children respect toys, each other and the childminder. They have an excellent awareness of what is expected of them. The childminder carefully considers her curriculum to suit the needs of individual children. She uses children's interests to plan a variety of exciting activities, which helps children to remain focused and motivated for long periods of time.

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

- A key strength of the childminder's provision is how she supports children to develop a love of books. Children love to sit with the childminder and listen to her make stories come alive. They engage in discussion about characters and are encouraged to use descriptive words, which they then use again during later activities. Children have excellent recall of what they have heard at story time and use this information to support imaginative play with their friends.
- The childminder very effectively supports children's understanding of mathematical concepts. She encourages children to think about the language of size. Children use spaghetti to create a model and use words such as 'tiny', 'medium' and 'ginormous' to describe the pieces they need for their model. The childminder uses children's existing knowledge to further extend their thinking. For example, she encourages children to think about speed and distance as they race their toy cars across the room. Children rapidly gain an understanding of new concepts as they play and learn.
- The childminder effectively uses assessment to monitor the progress children are making. She uses this information to carefully plan what children need to be learning next. Ideas for activities to help children further develop are shared with parents. Parents comment that support for home learning is very much appreciated. They acknowledge that the childminder works incredibly hard to help their children progress at every level.
- Children benefit from learning experiences outside of the childminder's home.

She arranges regular visits to castles, parks, libraries and music groups. Children enjoy learning about others and regularly mixing with larger groups of children. This helps with their social and communication skills. Children are well-rounded and enthusiastic learners as they positively soak up the experiences the childminder provides for them.

- The childminder places children's well-being at the heart of everything she does. She regularly completes safeguarding training to keep her knowledge up to date in line with local procedures. The childminder knows what to do should she have concerns about the welfare of a child. Her home and outside premises are secure and free from clutter to help minimise accidents. The childminder vigilantly supervises children, including when they are eating.
- The childminder actively supports children's independence. She encourages children to do things for themselves, such as dressing and washing hands and feeding themselves. Children enthusiastically help tidy away the toys that they have finished playing with. They do this without prompting from the childminder
- The childminder provides a narrative during routines and activities. She extends children's sentences and introduces new vocabulary to them. However, there are times when the childminder asks questions and does not give children enough time or opportunity to respond. This does not fully support children to express their ideas and practise their communication and language skills.

## **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 support for children to express their own ideas when responding to questions and build further on their communication skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY289662                                                                          |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10339144                                                                          |
| <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> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 2 July 2018                                                                       |

## Information about this early years setting

The childminder registered in 2004. She lives in East Grinstead, West Sussex. The childminder operates from Monday to Thursday from 8am to 6pm, all year round. She receives funding for the provision of free early education for children aged two, three and four years. The childminder has a relevant childcare qualification at level three.

## Information about this inspection

### Inspector

Tina Lambert

### 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 provision.
- The childminder spoke to the inspector about children's learning and development and how she organises her curriculum.
- Children spoke to with the inspector during the inspection. The inspector took account of their views.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents during the inspection.

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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